

Poetry Stations

This is an engaging and entertaining formative assessment. With a little preparation and careful instruction, students can rotate through several poetry based activities with simply a “rotate” from the teacher every 9-10 minutes.

This is a great way to culminate or introduce a poetry unit. It can also be used as a group of Common Formative Assessments. Students are organized into multiple "learning stations". I've used learning stations with high school students for fifteen years with great success.

Using stations with older students adds interest and engagement to any lesson. A student that was disengaged becomes receptive and interested when asked to complete a tactile assignment and to work as a team to accomplish several tasks in a timely manner. The stations are fast moving and usually produce a product. Upper level students enjoy the fast pace and high interest of station work. This activity takes a little planning, but the educational component becomes a student driven learning experience.

Print out and laminate the instructions for each table. You may wish to affix the instructions to the table so that they don't get lost in the shuffle of station change. Read over the instructions for each station and supply each table with the needed working materials (markers, construction paper, tape, colored pencils, computer paper, etc.). I have found those baskets at the \$1 store are wonderful for keeping all the materials together at each table.

Students were grouped in threes or fours and students rotated between stations every 8-10 minutes. Students should take all their products with them.

Extension: Students that exhibit leadership characteristics within groups will take leadership roles in teaching mini-poetry lessons to the class. They will explore a deeper translation of the text and annotation.

Remediation: The group setting allows extra time and discussion for students that require more time and help with a topic. Students will also have a couple of days to turn in final copies. This allows for more editing and one on one help.

The found poetry station requires a little pre-planning. Cut out words (about 1"-2") from magazine and newspaper, glue to cardboard, laminate, and re-cut. You want to have a large selection of words for your students to select from.

The “World’s Longest Poem” requires a large roll of paper. I use viva paper towels, pin board paper, or a blank roll of fax paper. You need several letter stamp kits and some ink pads. I look for letter stamps at yard sales and craft store clearance sales.

For Pin the Personification on the Poetry you will need to enlarge several large poems using the tiling poster option on your printer or by printing the poem on a large piece of cardboard by hand (students can help you with this). Several office supply stores will print large scale black and white posters for under \$3. Ask for the “blueprint print”. Make a smaller answer key for the poem on regular computer paper. Mark all of the literary devices using a red pen.

Put small Velcro dots on the large poem posters near each area that demonstrates a literary device. Print out the cards included in this packet, mount on cardboard, laminate, and apply the corresponding Velcro dot (tape also works fine in a pinch). Mount the smaller answer key on the back of each poster. The team can flip the poster and check their answers before moving on to the next station. They should disassemble the poster before moving on so that the next team can find the answers on their own.

Simile

Metaphor

repetition

Hyperbole

parallelism

Sensory
imagery

personification

End
rhyme

Extended
metaphor

Ballad	Blank Verse	
Irony	Parody	
Hyperbole	parallelism	Sensory imagery

personification		
Onomatopoeia		

I have included extra blank cards for you to add literary devices that apply to the poetry you have selected.

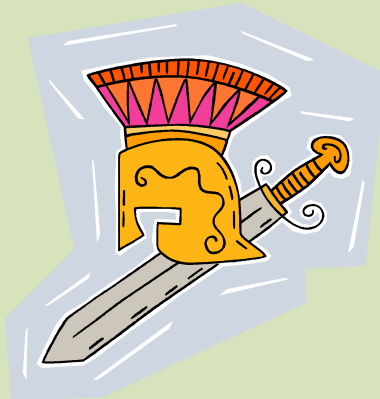
Poetry Station#1

Jabberwocky

Read and annotate the poem “The Jabberwocky.” Answer the following questions as a team.

- ***Summarize the events of the poem.***
- ***Discuss the meaning of some of the nonsense words in the poem.***
- ***What effect does the writer achieve with the use of a made up language? What is its purpose?***

Select one piece of the colored construction paper on the table and title it with the name of your Jabberwocky character. Your character’s name should be your name spelled backwards. Feel free to use your first name, middle name, or last name. Using a few of your own “nonsense” words, begin a story about your character and their adventure at _____ high school. Share the introduction to your adventure with your team. Discuss the connotation and context of the terms that you create.



JABBERWOCKY

Lewis Carroll

(from *Through the Looking-Glass and What Alice Found There*, 1872)

‘Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that
catch!

Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he
sought --

So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he
stood,

The Jabberwock, with eyes of
flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!



He left it dead, and with its head
He went galumphing back.

"And, has thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

‘Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
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Poetry Station#2

Stream of Consciousness

The goal of this station is to observe and record everything happening around you. Record the conversations you hear nearby. Your team must be very quiet to do this. Include sensory imagery descriptions as they happen: see, hear, taste, touch, and feel. As soon as you have a thought jot it down. When you pause in thought ---use a dash.



Silly Sally Sat on a Fat Cat Eating a Brown Cow

Select one piece of colored construction paper.
Write a poem about that color. Use ubiquitous
amounts of ***alliteration***, a quick bit of ***assonance***,
and a big twig dig of ***consonance***. Use at least one
example of each.

Create a cool title.

***Use your textbook/dictionary/flash cards if you need help with any of these literary devices.



Poetry Station#4

Found Poetry

Poets often stop writing because they cannot find the words. I am giving you the words to create your next poem. Please take one handful from the box—do not select—just grab a random handful.

Play with the words on your table until they fall into a thought or an idea that you would like to express. You may add small words to complete your idea, but 95% of the poem should be from the random selection.

Record your poem on one of the papers in front of you and label this “My found Poetry” or “My Random Poetry”.

Poetry Station#5

The World's Largest Poem

Working as a class you will create the world's largest poem. It must contain these elements: rhyme scheme, metaphor, simile, conflict, characterization, sensory imagery, setting, hyperbole, idiomatic language, and parallelism.

The first team will start the poem off with a few lines. Think carefully about the character and setting you are introducing to the class. Can they build on this? Think carefully about word choice.

Stamp your part of the poem on to the large roll of paper I have provided. Try to incorporate at least one or two of the required elements on your poem. Mark these elements with a post-it and/or highlighter.

Each additional team will build on to the work of the team before them and follow the same instructions. Do not let the paper tear.

Poetry Station#6

Smart Station

I have copied the song lyrics of several popular songs on several pages of the smart board notebook. Using the virtual pens annotate the song for: elevated language, meaning, symbolism, metaphor, simile, repetition, any other figurative language used. Pull out the elevated language and use these terms to add to our word wall. Write the word in the center, and in each corner add: meaning, sentence used in, synonym, and a visual.



Poetry Station#7

Change Your Mood

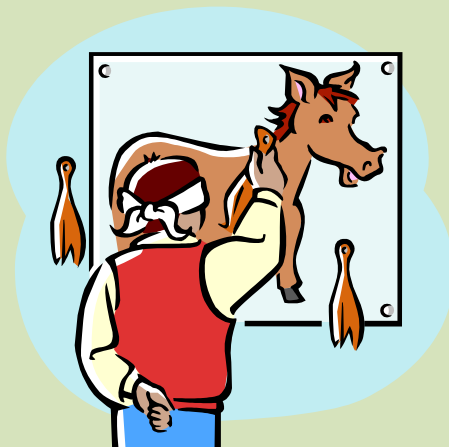
Lay the piece of transparency over your copy of the poem. Your teacher will provide several copies of popular poetry. Circle all the words in the poem that establish mood; all the words that make you feel something. Take a visa-vis marker or a water erasable pen and change all the words that have been circled to words that have the opposite meaning. Re-write your new poem and present it your group. Discuss how changing the mood affects the tone of the piece.



Poetry Station#8

Pin the Personification on the Poetry

Pin the figurative language on the poem in the appropriate places. Discuss each example before you decide as a team. Check with your teacher for an answer key. Did you find any phrases that demonstrate more than one literary device?



Essential Question:

How does the poet convey meaning and purpose through the use of figurative language? How might I involve figurative language in poetry that I create?

If you like this learning station, check out what else I have to offer:



Greek Mythology Stations

<http://www.teacherspayteachers.com/Product/Greek-Mythology-Stations-1088380>

I have included 7 learning stations, 12 Greek Myths, mini-posters with Essential Questions and Common Core Standards.



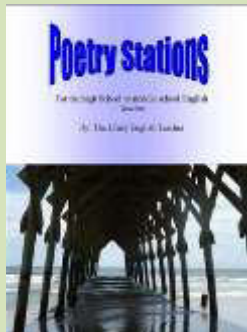
Lord of the Flies Novel Stations

<http://www.teacherspayteachers.com/Product/Lord-of-the-Flies-Novel-Stations-931634>



Animal Farm Novel Stations

<http://www.teacherspayteachers.com/Product/Animal-Farm-Novel-Stations-1070914>



Poetry Stations

<http://www.teacherspayteachers.com/Product/Poetry-Stations-For-High-School-and-Middle-School-English-976855>

CCSS

Writing

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

CCSS.ELA-Literacy.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading:Literature

CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Speaking and listening

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



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