

ELAN 5/7312 Teaching Poetry in Elementary & Middle School
Spring 2012
Mondays, 5:00-7:45
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Welcome poets and teachers of poets! We'll use several structures to help our exploration of a poetic approach to life and learning.

~ **Poetry Workshop** - we'll begin every class with reading and writing poetry. Bring in your favorites, spend some time gathering new poems, and try your hand at writing a wide variety of poetic forms.

~ **Poetry Pedagogy** - discussion of readings in grade-level groups; we'll discuss how to apply our readings with children of various ages, abilities, and needs.

~ **Classroom Poetry Project** - working with young poets (see below)

Gather it all in your **Poetry Notebook**, a resource notebook that includes

- 1) **your own poetry, notes and drafts, with at least three poems developed as final drafts**, and a final **reflection** on your growth as a poet,
- 2) a resource section that included **notes on your readings** (which we will also use in pedagogy group discussion - please bring each time, I do check ☺),
- 3) a written response to a **Poetry Event** (poetry reading, open mic, or slam; poetry session at Children's Literature Conference, etc. - be a part of the local poetry scene, it's pretty amazing), and
- 4) a detailed write-up of your **Classroom Poetry Project**

Graduate Credit Options - a) mentor an undergraduate student who is team teaching with you, b) read and report on how you would incorporate the ideas in an additional book or 8 articles and integrate what you learn in your pedagogy group discussion and Classroom Poetry Project if relevant, c) create a poetry data base including how you might share the poem (e.g., in a writing workshop, content area lesson, etc.), or d) design your own option - make it meaningful!

Classroom Poetry Teaching Project

Share the poetry practices we're learning with students. As we read and discuss various strategies, approaches, and practices, you can select those that seem most appropriate for your students if you have your own classroom. If you are not currently teaching, make arrangements with someone in the class who is teaching to team-teach if possible. That's one of the great advantages of a split-level class. If that's not possible, I'll help you find a teacher who has a lively poetry writing workshop, or you can contact a any strong teacher (including ESL, special education, art, music, counseling, etc.) who is incorporating poetry in his or her curriculum. All planning, instruction, gathering resources, and other involvement will be collaborative.

Please arrange to teach poetry at least 10 hours – you’ll love it, and I predict your students will beg for more poetry time. You’ll create plans, implement them, carefully document your plans and what actually happened, and reflect as you go on how your students respond and what you’ll do differently next time. Teaching poetry may occur across the semester, or in a more concentrated unit, e.g.:

A series of poetry workshops inspired by those in our readings

A poet studies (e.g., Eloise Greenfield, Gary Soto, Nikki Grimes, Jacqueline Woodson, or Karen Hesse; I’ll share guidelines)

Creating poetry centers like those we’ll do in class

Incorporating writing and reading poetry with a particular content area or unit (e.g., studying the ocean, responding to a novel, writing poetic biographies of famous people, etc.)

Children’s Literature Conference

I encourage you to attend poetry sessions at the Children’s Lit Conference. The 43rd Children’s Literature Conference will be held Friday and Saturday, March 23-24 at the Georgia Center. For more information on the conference go to <http://www.coe.uga.edu/gcba/>

Policy on Absences

You have one excused absence for the semester. I know things come up – your own illness, a sick child, a conference out of town, etc. However, I hope everyone will make an effort not to miss more than once – we need your ideas, your questions, and your poetry!

If you miss more than one class you need to make the second one up. Options include an additional 2 hours of teaching and reflecting on your teaching in your Teaching Journal, or reading an additional book and writing about what you got from the book that will help you in teaching poetry (I have many such books to loan).

ELAN 5/7312 Teaching Poetry Syllabus Spring 2012

DATE FOCUS

PREPARATION, EVENTS

Jan 9	Poetry immersion; MLK poetry; Poetry of Identity: Heart Maps	Read, write, explore poetry and yourself; select Choice Reading
Jan 23	Poetry of Place: Where I'm From; poetic doors for EL Learners	<i>A Note</i> , 9; Cahnmann , AND Lyon (bring to class)
Jan 30	Poetry Across the Curriculum: Language Arts	Practical Poetry, intro, 1 & 2
Feb 6	Poetry Across the Curriculum: Math, Science, Social Studies	Practical Poetry 5 (social studies) AND 3 (math) OR 4 (science) (read 2 chaps.)
Feb 13	Reading poetry	<i>Awakening intro</i> , 1 & 2
Feb 20	Hearing the poetry kids hear: Music/Poetry and "SRTOL"	Christensen: Celebrating <i>A Note</i> , 1-2
Feb 27	Writing & shaping poetry	<i>Awakening 3-4, appendix A</i>
Mar 5	Discovering poetic moments; list and eavesdropping poems	<i>A Note</i> , 3-4; Record "lists" and "eavesdroppings"
Mar 19	Building community; children's wonderings; question poems	<i>A Note</i> , 5 & 6; revisit <i>Awakening 1 & p.108-116</i> & Holbrook to <i>Plan centers</i>
Mar 26	Poetic Environments How Poetry Works	EXPERIENCE POETRY CENTERS <i>A Note</i> , 8
April 2	Connecting poetry & photography	<i>A Note</i> , 7; Christensen - Remember Me, Forgiveness, and Praise Poems; **Bring evocative photograph **"Poetry Events" Due
Apr 9	Connecting Poetry and Art: Important subjects and words	<i>Grant (read thoroughly)</i>
Apr 16	Poetry of social witness	<i>A Note</i> , 11; chose One: Merriam or Christensen - Poetry of Protest <i>Chose ANOTHER one from Siemens, Five, Tsujimoto, or Christensen 1 & 2 - Poetry in HS</i>
Apr 23	Poetry in schools - Poetry Slam	Bring your social issue poem,

		participate in poetry slam
Apr 30	Nature Poetry Celebration Field Trip to Botanical Gardens	FIELD TRIP, <i>Awakening</i> p.91-108; <i>A Note</i> , 10; Poetry Notebooks Due

- Georgia Heard, *Awakening the Heart*
- Flynn & McPhillips, *A Note Slipped Under the Door*
- Sara Holbrook, *Practical Poetry: Meeting Content-Area Standards*
- articles on wiki by author's name