

A close-up photograph of a person's hand holding a pencil, writing on a spiral-bound notebook. The notebook is open, and a laptop is visible in the background. The scene is bathed in warm, golden light, suggesting a sunset or sunrise. The text "On possibilities with poetry" is overlaid in a large, black, serif font, and "Day 1: Print poetry" is overlaid in a smaller, grey, serif font below it.

On possibilities with poetry

Day 1: Print poetry

Goals for today:

- ❖ Think about how we might make poetry teaching and learning exciting for students, and especially, to temper potential student fears of poetry
- ❖ Explore poems that we might use in the literature classroom
- ❖ Consider current and creative possibilities with teaching poetry & poetry writing



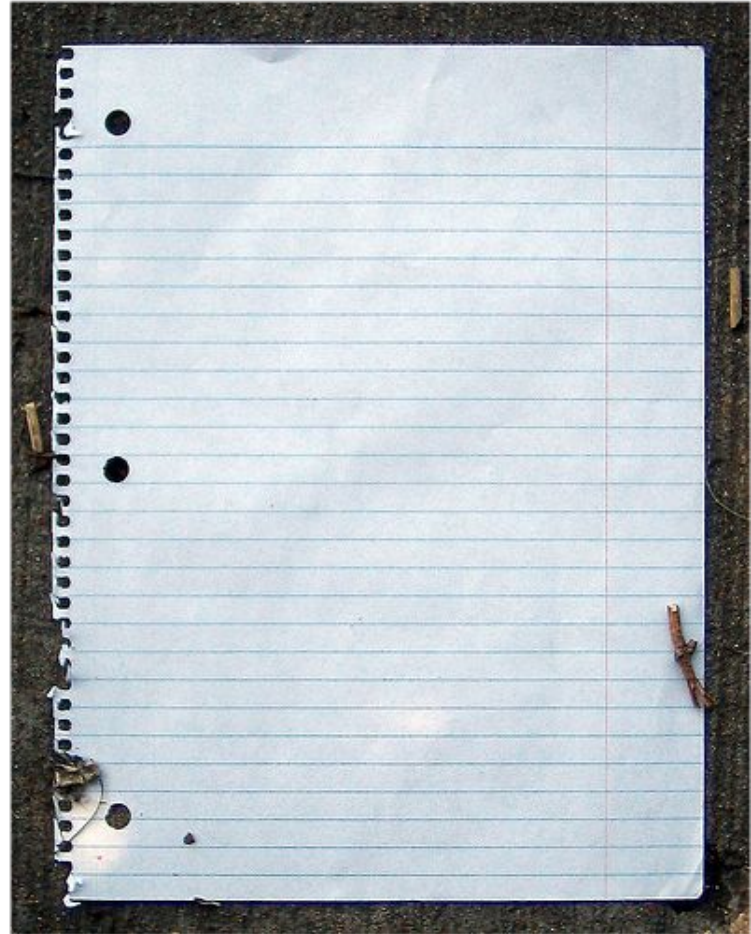
‘Warming up’ to poetry activity

Pick up lines and romance poetry activity

Can I tie your shoes?
I don't want you
falling for
anybody else.

Preparing for poetry writing

Take out a sheet of paper. If your paper has no margins, be sure to pick a side of the paper and draw a line to create a margin. Do NOT do any writing in the margins, please! We'll use that space later.

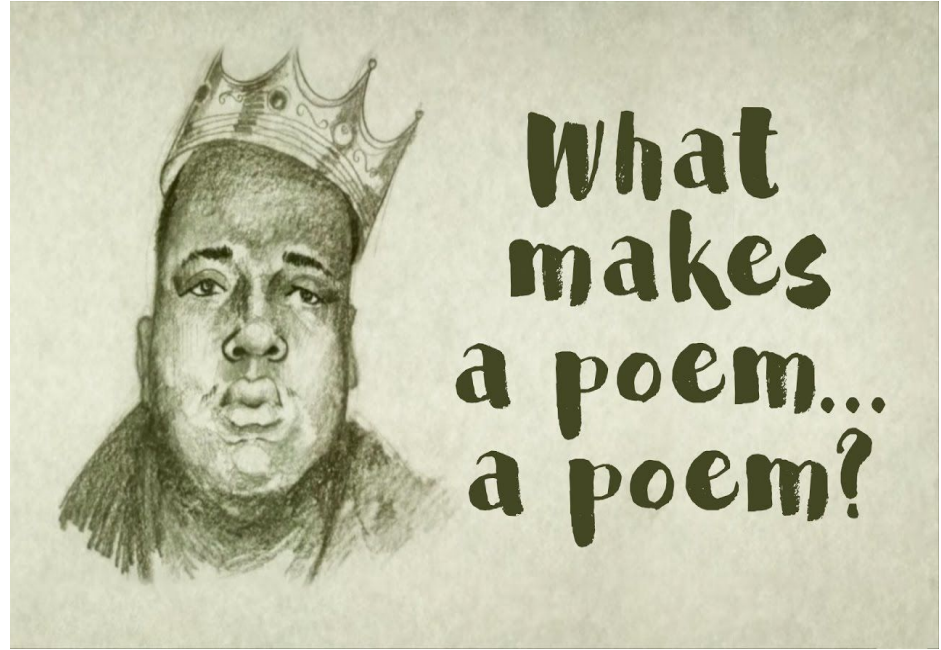


Producing poetry pause

I recently encountered these writing prompts during the 2018 Canadian Writer's Conference in Toronto

Write this poem:

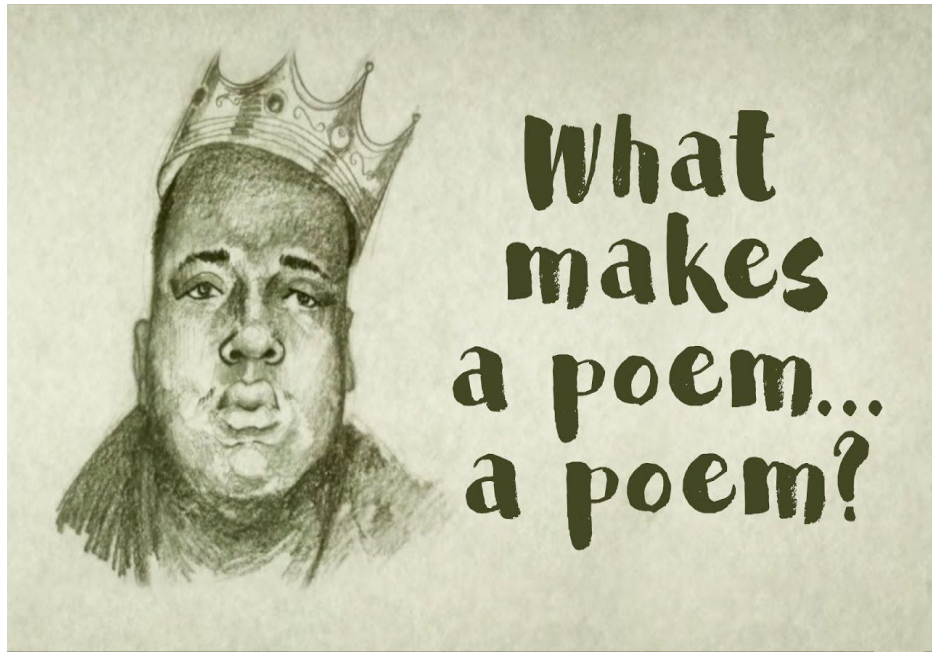
1. Write a 'big' noun (something like the words "truth" or "beauty")



Producing poetry pause

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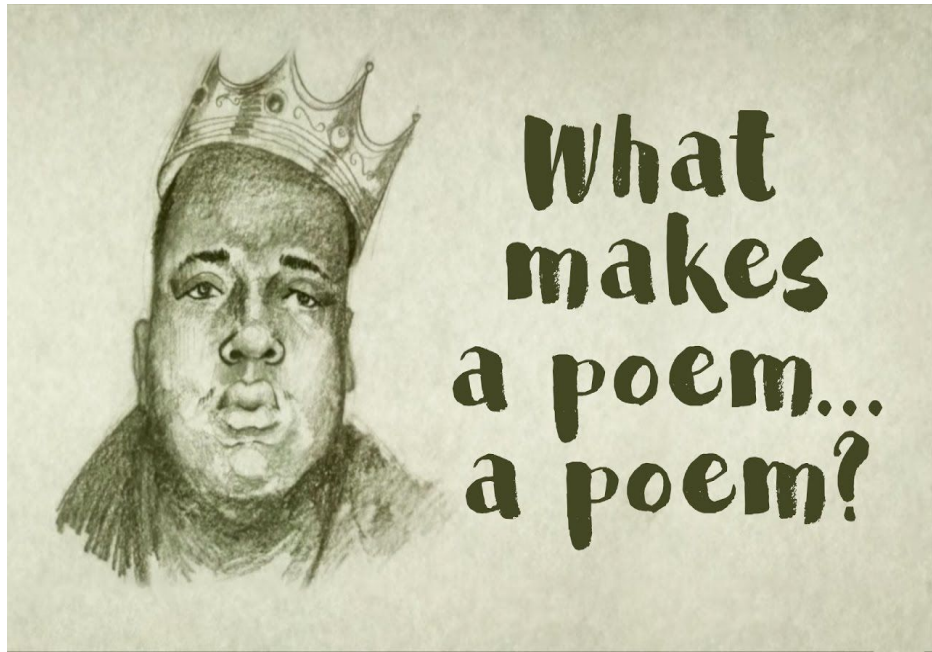
1. Write a 'big' noun (something like the words "truth" or "beauty")
2. Write down a natural law (something like: "the moon controls the tides")



Producing poetry pause

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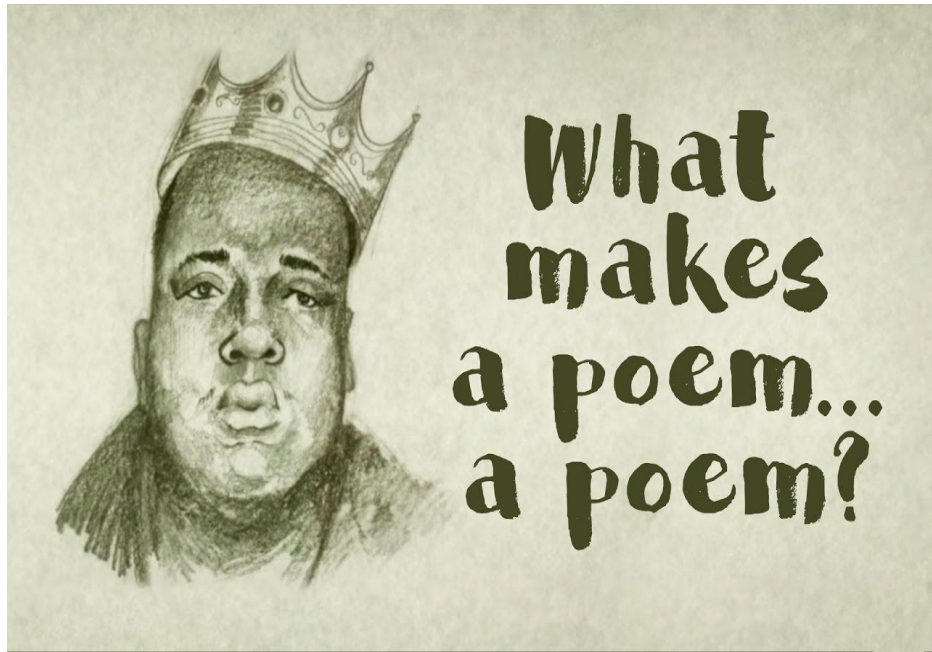
1. Write a 'big' noun (something like the words "truth" or "beauty")
2. Write down a natural law (something like: "the moon controls the tides")
3. Write a line of poetry that includes the 'big' noun from #1



Producing poetry pause

Write this poem:

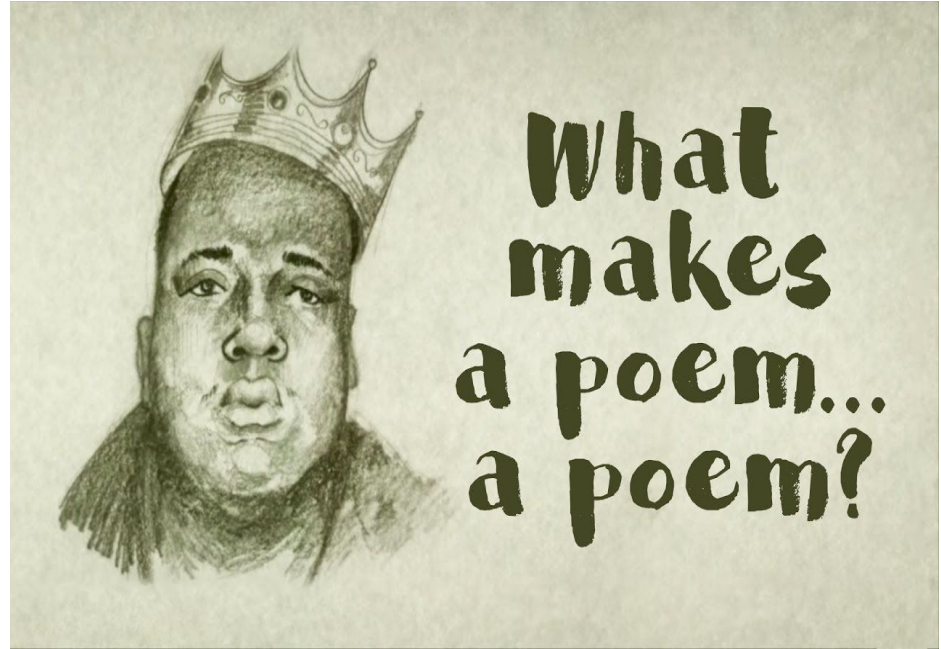
1. Write a 'big' noun (something like the words "truth" or "beauty")
2. Write down a natural law (something like: "the moon controls the tides")
3. Write a line of poetry that includes the 'big' noun from #1
4. Write a line describing something you saw today



A pause for producing poetry

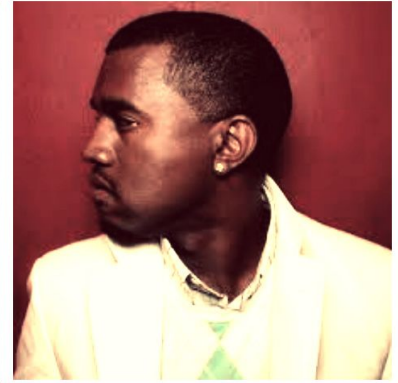
Write this poem:

1. Write a 'big' noun (something like the words "truth" or "beauty")
2. Write down a natural law (something like: "the moon controls the tides")
3. Write a line of poetry that includes the 'big' noun from #1
4. Write a line describing something you saw today
5. Exchange your paper with someone. Write a line on their poem that contradicts or argues with the previous line.



Exploring reading #1: Bowmer & Curwood (2016)

Let's use their questions as a guide:



How does studying popular culture texts alongside Romantic poetry make secondary English more relevant for students?

How can remixing Romantic poetry with popular culture texts promote student agency and engagement?

In what ways have you “bridged school with the everyday”?

What did you make of ‘remixing’?

Through in vivo coding of students’ reflections about their remixes, it became evident that remixing provided an opportunity for students’ rich, complex understandings to emerge, particularly in relation to Romanticism and modern social issues. For example, Lucy and her partner remixed William Blake’s poem “Holy Thursday” with Macklemore and Ryan Lewis’s song “Same Love” to create their own modern Romantic text that showed knowledge of poetic language and form. Although these two texts are about different issues, Lucy and her partner believed that the texts shared a concern for social injustice, and the first stanza of their poem reflects this (see Figure 1).

As this remix demonstrates, lines from the two texts were carefully selected and edited, and there is conceptual cohesiveness between the texts. In her interview, Lucy provided a rationale behind her and her partner’s remix:

“Holy Thursday” is about money, and whereas “Same Love” is about gender and a bit of race and sex mainly..., we mixed them, and they’re both kind of saying that it should be different: Why is it the way it is at the moment?

Here, Lucy acknowledged that whereas Blake’s text is about religious power and Macklemore and Ryan Lewis’s is about sexuality, they share a fundamental concern for social injustice. More than any other activity in the unit, the remixing process allowed students to better understand Romantic concepts and develop a deeper understanding of the original texts (Gainer & Lapp, 2010).

What did you make of ‘remixing’?

Figure 1

Stanza 1 of Lucy and Her Partner’s Remix

Is this a holy thing to see,
In a rich and fruitful land,
A world so hateful
Some would rather die *first hand*

Note. Underlined text is from William Blake’s poem “Holy Thursday,” plain text is from Macklemore and Ryan Lewis’s song “Same Love,” and italic text is the students’ additions.

Poetry writing ideas:

There are SO many resources out there for teaching poetry writing. Here are a few compelling ones to consider:

- ❖ <https://www.nytimes.com/2017/04/03/learning/lesson-plans/22-ways-to-teach-and-learn-about-poetry-with-the-new-york-times.html>

The New York Times

A pause for producing poetry: Rapid-fire writing

I recently encountered these writing prompts during the 2018 Canadian Writer's Conference in Toronto

We are going to write 4 poems in 4 minutes. We are not going to sit and wait for inspiration for a poem; rather, we are going to *pursue* a poem!

PROMPT 1: In 60 seconds, produce a 4 line poem. For this poem, access your experiences to write a poem with NO PEOPLE in it - engage in a writing experience without the “I.”



A pause for producing poetry: Rapid-fire writing

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PROMPT 2: In 60 seconds, write a poem for another person.



A pause for producing poetry: Rapid-fire writing

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PROMPT 3: In 60 seconds, write a poem with a central image. Try reflecting on something you saw on your way to UBC this morning.



A pause for producing poetry: Rapid-fire writing

We are going to write 4 poems in 4 minutes. We are not going to sit and wait for inspiration for a poem; rather, we are going to *pursue* a poem!

PROMPT 4:

Step one: give me one line of poetry

Step two: In 60 seconds, write a poem with the one line of poetry we decide on as line one. However, NO two sentences in this poem can connect to another.



Rapid-fire writing walk

1. Take your sheet of poetry and set it on your desk in plain view. Put other personal items on your chair.
2. Walk around the room, reading other people's poetry. Select at least three poems on display to respond to. Write just one word in the margin for each poem you choose.
3. Take some time to read the poetry and responses.



Why rapid-fire writing can work:

1. Placing time constraints on poetry writing might be a way to combat student fears about producing a polished piece; if everyone's in a rush, it might create a 'we're all in this together' feel.
2. After five minutes, students will have an entire page of poetry writing (and feedback) and the terror involved has been normalized.
3. We learn that we can improve anything. Your poem will never be 'as bad' as this.
4. From this point on, students can focus on poetry writing via revision processes, which might not seem as scary.



Exploring reading #2: Mervin (2017)

Let's read "The perfect high" by
Shel Silverstein



Let's take a peak at the *iminds* resources:

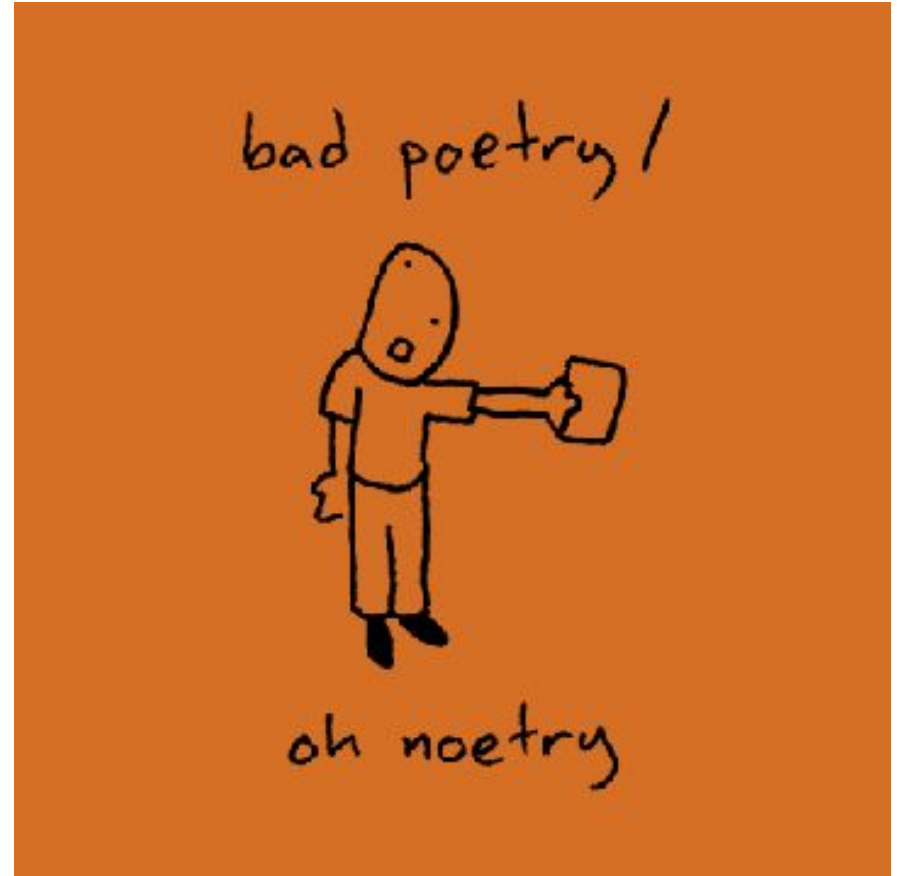


<https://www.uvic.ca/research/centres/cisur/publications/helping-schools/iminds/index.php>

A pause for producing poetry:

Poetry writing challenge: Write a BAD poem.
A creatively BAD poem. Write something
that will revolt us all - make us cringe! And
remember, don't stop until the timer is up - a
poem can always be worse.

4 mins.



ROSES ARE RED,
VIOLETS ARE BLUE,
IT'S NATIONAL BAD POETRY DAY,
SO...WE DON'T NEED TO RHYME THIS LINE.

#DEEP