



AMERICAN ANTIQUARIAN SOCIETY

Historic Children’s Voices K-12 Institute at American Antiquarian Society August 9, 2024

Title: Poetry and Prose Past and Present

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Overview:	<p>Students will engage in close reading of poetry and prose and apply text analysis to build critical thinking and comprehension skills. Students will explore prose and poetry as a means to the five pursuits of the Historical Literacy Framework (HLF), as defined by founder and scholar Dr. Ghouldy Muhammed in <i>Unearthing Joy</i>, 2024. The five pursuits include the following:</p> <p>Identity: Black, Indigenous, People of Color (BIPOC) should know who they are and to whom they belong to.</p> <p>Skills: Students will build comprehension and vocabulary.</p> <p>Intellect: Students will increase their intellect and metacognition.</p> <p>Criticality: Students will understand systems that affect equity and fairness.</p> <p>Joy: Students will experience joy as an aesthetic practice to address the problems of the world using music, art, and poetry.</p>
Instructor:	<p>Willeena Booker M.Ed., M.S. willeenabooker@hatboro-horsham.org willeenabooker@gmail.com</p>
Subject: ELA Time: 60 minutes	<p>Students will enhance comprehension skills while exploring poetry and prose from modern day youth and Historic Children’s Voices of the past.</p>
Target Grade(s)	<p>Grade 3 -5 (Can be adapted 6-8)</p>

Essential Questions and Teacher Inquiry:	<p>What can the reader learn about the author/poet from the text? What can the reader learn about reading and writing as they examine the text, annotate the text, and make connections to their own life?</p> <p>Teacher Focus: How am I intentionally centering joy in teaching this lesson? What am I learning about my students and myself as I facilitate intentional and purposeful teacher moves to center joy and engage students.</p>
Standards:	<p>PA Common Core- Grade 3</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>R.L.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</p>
Learning Intentions and Success Criteria (I can...)	<p>I can ask and answer questions, using the text for support, to show my understanding.</p> <p>I can determine the literal and figurative meaning of words an author uses.</p>
Historically Responsive Literacy (HRL)	<p>Identity: I will highlight the identity of my students and their ancestors.</p> <p>Skills: I will instruct my students in a way that strengthens comprehension and analysis of a text.</p> <p>Intellect: I will instruct in a way that allows students to have agency and to increase cognition to problem solve.</p> <p>Criticality: I will instruct students to think about systems of oppression and to evaluate systems of equity.</p> <p>Joy: I will include a playlist of songs that center joy and specifically Black joy students</p>
Materials:	<p>YouTube Video: I Rise Poem by Maya Angelou https://youtu.be/4zskgOj0J8c</p> <p>Spotify: Joy Is Now In Session Playlist https://open.spotify.com/playlist/2fG4vQq7zdA6iTJ0UPfmrD?si=f8c4043d505c4303</p> <p>This Is Not A Small Voice by Sonia Sanchez https://poets.org/poem/not-small-voice</p> <p>Annotation Symbols Graphic Organizer</p>

https://www.canva.com/design/DAGNXqydNjs/zxBUYMiJJEdqqtVIAEcZA/view?utm_content=DAGNXqydNjs&utm_campaign=designshare&utm_medium=link&utm_source=editor

Procedure:

Warm Up (10 minutes): Students will complete a free write using the sentence stem Joy is _____: Students can write in any form or sketch their thinking. Teachers should invite all students to write freely what joy means to them. Where do they see joy? How do they experience joy? How/when do they feel joy? Take a view minutes to share 1-2 whole-groups or in partners as time allows.

I Do (Teacher Models): The Teacher will state the Learning Objectives and Success Criteria

Background Knowledge (5 minutes): Ask students to recall past learning and the ways in which they could make meaning of the authors text. (Teacher to create a word web with the students answers using chart paper or the white board. Teacher should add rereading the text, questioning the text, using context clues, learning the author's purpose, asking questions of the text, making inferences)

Instruction (15 minutes):

The Teacher will define poetry and prose for this lesson. Poetry and prose are both types of writing that convey feelings and expression to the reader. Poetry is written in stanzas, shorter sentences, it may rhyme or have meter or rhythm. Prose is written in paragraphs rather than stanzas and does not tend to have rhyme or meter or rhythm and reads like a story.

The Teacher will read examples of both a poem and prose writing. a poem:Teacher will read ***This is Not a Small Voice*** by **Sonia Sanchez**.

<https://poets.org/poem/not-small-voice>

The teacher will Invite students to share what they notice after hearing each poem. What do they feel? What do they wonder? Take note of any tensions or stress in the body and if so where? The teacher will then read prose writing

Elliptical by Harrette Mullen.

<https://www.poetryfoundation.org/poems/51632/elliptical>

The teacher will annotate the text using a smartboard projector to circle familiar and unfamiliar words, place a question mark where parts are confusing, draw a picture to show understanding, and or use a heart to show a favorite part or a part they really like.

We Do (Teacher and Student Model):

The Teacher and Student will read and work together to annotate a poem from a modern day youth and a poem from the past using AAS Historic Children's Voices Resources. The teacher will ask and answer questions of the text and get the answers from the text.

Modern Poet ***Joy and Love by Dream Wisdom***

7/30/24

u

~~Love is what everybody believes~~

Love is
what everyone believes in to be
a natural emotion.

No

I believe - love is something
that does come naturally

But!

It is not an emotion.

It is a mental state of mind

If love was an emotion people
wouldn't have such
problems letting go of the bad
things in their lives.

7-31-24

T

Dear joy.

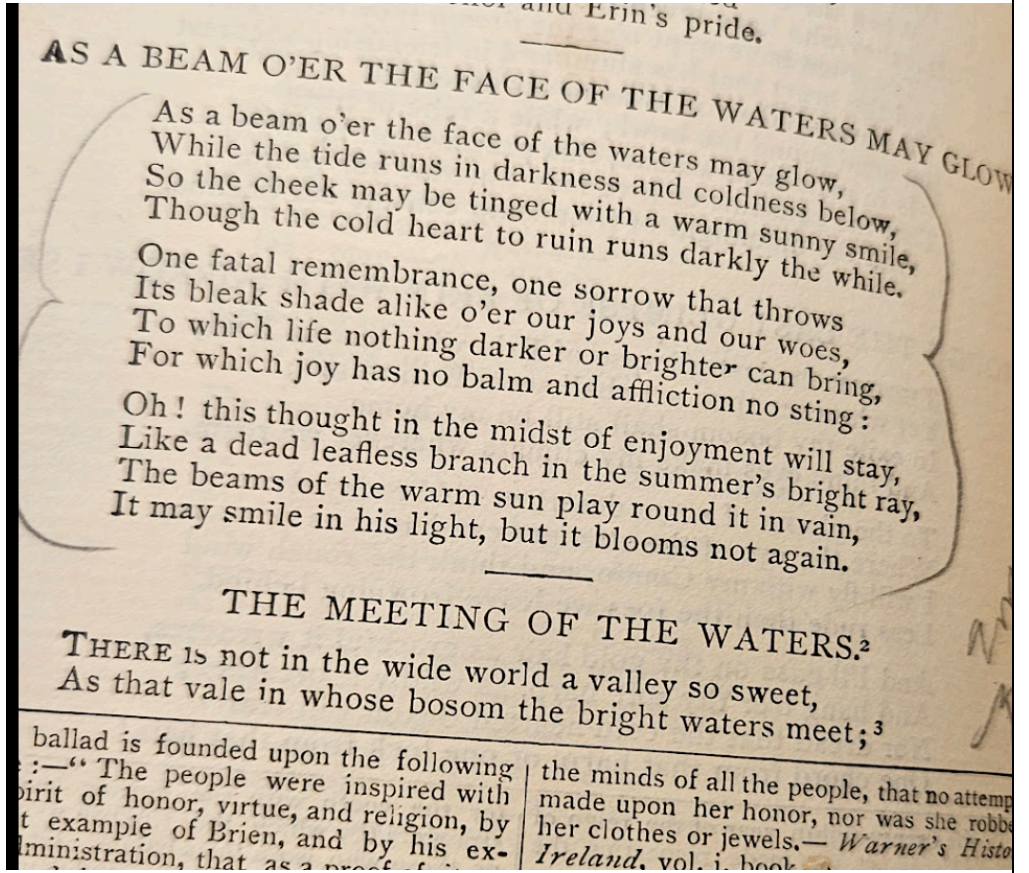
My wings dont
spread ~~it~~

yours do. ~~its~~ ha
you're hard to find

easy to fake.

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As A Beam O'r The Face of The Waters May Glow



and Erin's pride.
AS A BEAM O'ER THE FACE OF THE WATERS MAY GLOW

As a beam o'er the face of the waters may glow,
While the tide runs in darkness and coldness below,
So the cheek may be tinged with a warm sunny smile,
Though the cold heart to ruin runs darkly the while.

One fatal remembrance, one sorrow that throws
Its bleak shade alike o'er our joys and our woes,
To which life nothing darker or brighter can bring,
For which joy has no balm and affliction no sting:

Oh! this thought in the midst of enjoyment will stay,
Like a dead leafless branch in the summer's bright ray,
The beams of the warm sun play round it in vain,
It may smile in his light, but it blooms not again.

THE MEETING OF THE WATERS.²

THERE is not in the wide world a valley so sweet,
As that vale in whose bosom the bright waters meet;³

ballad is founded upon the following
:—"The people were inspired with
pirit of honor, virtue, and religion, by
t example of Brien, and by his ex-
ministration, that as a proof of
the minds of all the people, that no attempt
made upon her honor, nor was she robbed
her clothes or jewels.—Warner's History
Ireland, vol. i. book

bring,
ting:
ill stay,
ight ray,
ain,
in.

amma
phorum
of the

182

183

do, that no attempt was
or was she robbed of
Warner's History of

Waters' forms a part
which lies between
the country of Wick-
suggested by a visit
summer of the year

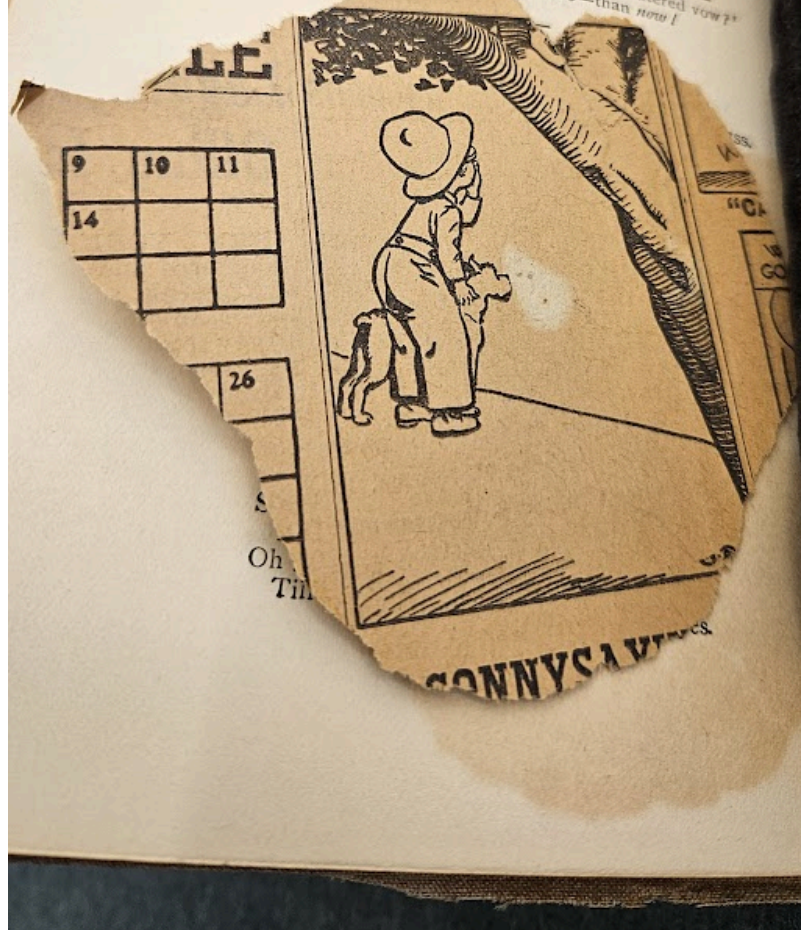
In a metrical
taken from an old
found among the
we are told of
ley, and his
of the year
the year
the year
the year
the year

JUVENILE POEMS.
NONSENSE.

Good reader! if you e'er have seen,
When Puckish hastens to his pillow,
The mermaids, with their tresses green,
Dancing upon the waters billow,
If you have seen, at twilight dim,
When the lone spirit's vesper hymn
Floats wild along the winding hymn
If you have seen, through winding shore,
The fairy train their ringlets wave,
Glancing along the spangled green,
If you have seen all this, and more,
God bless me! what a deal you've seen!

THE SURPRISE.

CHLORIS, I swear, by all I ever swore,
That from this hour I shall not love thee more—
What! love thee more? Oh! why this altered vow?
Because I can love thee more—than now!



Prose Examples

...without his coat.
...five miles from the castle.
...serly forward to get a sight of the house through
the trees. There was all I wanted to know, and
over mine: that was a light burning in the
a sigh of relief I sank back.
When we went into the hall, I remembered to take
Richard's coat upon a rack there, and then ran to my
room. I could not get any news of Mr. Langston,
and could not hear how the day had gone with him,
could only take the hope that the sight of the little
lamp conveyed.



9
She felt ge
hough she
ould never
e happy
again.

...we. Let Sophie and me take your place
Richard looked gratefully and kindly at her, but
fused. The Doctor assured them again that there
no reason for anxiety; that Richard would prob-
be undisturbed all night; that he himself would
early in the morning. Then Richard came to
the stairs, and I escaped to my own room.



I thought he was dying

The teacher will share that In this annotation we get to see what Emma Brown loved. We can understand what was important to her. See the annotation on the page that reads “**EMMA BROWN LOVES THIS POEM**”)

See the picture Emma Brown Drew after Reading Surprise by Thomas Moore

You Do (Student Independent):

Students will read and annotate a poem from

Modern youth and a poem from the past using AAS Historic Children’s Voices. The students will ask and answer questions of the text and get the answers from the text.

Modern Poets: **Patience by Hildre and Love by Jazmin**

8/2/90
Higley

Patience

Patience I thank you

Patience I admired you

Patience I look up to you

Patience I envy you

Patience I hate you

Patience I'm sorry

Patience I thank you again

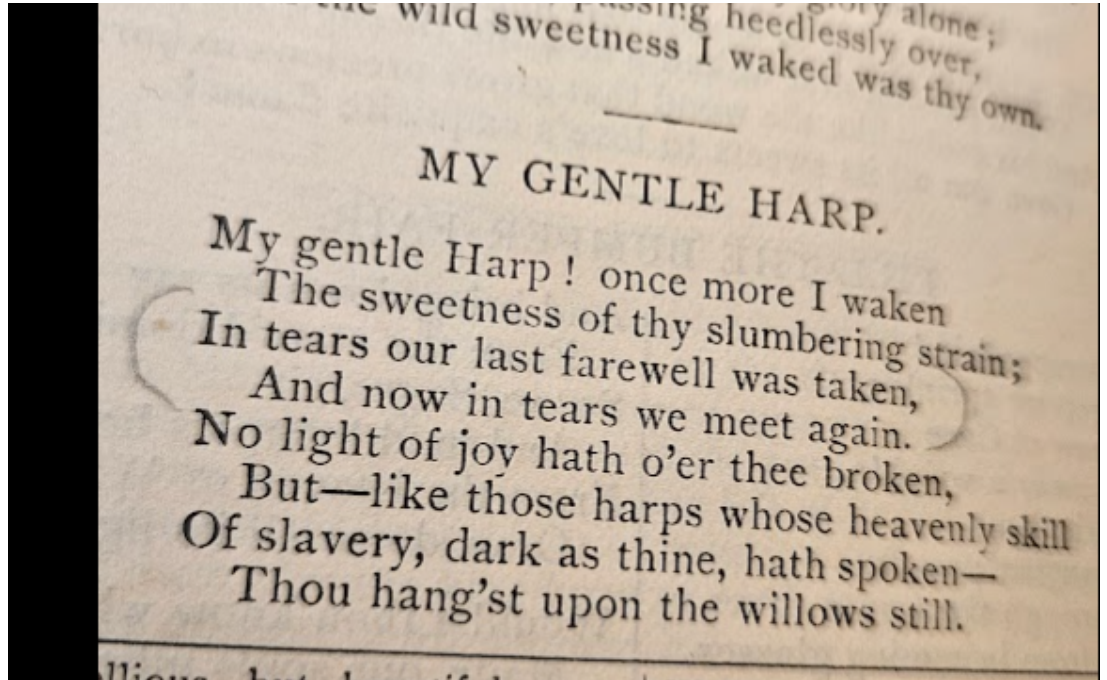
And this time with me.
Patience

13 yrs.

Love is...

love is encouraging
love is vanilla
love is god
love is Eric!!!
love is my mother
love is my best friend
love is my favorite teacher

AAS Historical Voice: My Gentle Harp
Thomas Moore Juvenile Poems



**American
Antiquarian
Society
Resources:**

Selections from [Juvenilia](#) (1826) poems by students in the Boston Latin School's debating society.
Miriam Coles Harris, Richard Vandermark: A Novel (New York: Charles Scribner and Company, 1871) Brown Family Library copy Bib ID 567839
Backlog 19C 4859

Assessment:

Exit Ticket

- 1. Share what you have learned about a modern poet and a past poet?**
- 2. What are some ways readers can annotate texts to make meaning.**
- 3. How would you have solved problems of inequity and unfair laws in the past?**
- 4. Did you enjoy the songs that you heard today? Tell why or why not.**

Extension:

1. Students can research the life of an African American the Poet showcased in this lesson. Sonia Sanchez, Harryette Mullen and Maya Angelou. They can use powerpoint to document their findings.
2. Students can research life in the 1800s and compare and contrast life then and now.
3. Students can create original poems in tribute or response or inspiration of the poets modeled in the lesson.

Accommodation:

Students can have the poetry read aloud for them by a Teacher or Assistant. Students can use art and drawing to show understanding of learning objectives.

