



Kari Zike
4th Grade

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Writing Sensory Poetry

Underground Railroad

Goals and Objectives:

1. My students will express and dramatize the emotions of the different people involved in Underground Railroad such as the runaway slave, the slave catcher, the conductors of the UGRR, and the freed black person.
2. My students will create a brainstorm web of two of the listed people by specifying emotions, feelings, thoughts, and actions that were revealed during that period of history.
3. My students will compare/contrast each person's similarities and differences.
4. My students will debate in poetic form using a Sensory Poem to illustrate the role that each of their people played in the UGRR.
5. My students will create an illustration to accompany their poem depicting the meaning revealed by their written words.

Connections and Core Content:

WR-E-4.7.00

1. Students will connect to content knowledge, connect to prior learning, and initiate authentic connection and think about /select a topic.

WR-E-1.1.00

Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by:

1. Narrowing the topic to present an idea or theme
2. Choosing a perspective authentic to the writer
3. Analyzing and addressing the needs of the intended audience
4. Adhering to the characteristics of the form
5. Applying suitable tone
6. Allowing voice to emerge when appropriate

WR-EP-2.3.02

Students will engage the interest of the reader.
Students will communicate ideas and details in a meaningful order

WR-EP-2.4.02

Students will arrange poetic language in a meaningful order.
Students will use poetic line breaks effectively.
Students will develop sentences of various structures and lengths

Students will arrange poetic stanzas in a way to that enhances meaning through the use of white space, line breaks, and shape

SS-EP-1.3.1

Students will define basic democratic terms (liberty, justice, equality, rights, and responsibility).

SS-EP-5.1.1

Students will use a variety of tools (eg., primary and secondary sources, artifacts, diaries, timelines) to learn about the past.

Context:

The teacher will have taught the students about the history of the Underground Railroad. This will be accomplished through the use of children's literature, use of Internet websites, and primary and secondary resources. The teacher will also share pictures taken from an NKU class field trip so that my students might better visualize the actual history that took place in the Northern Kentucky/Cincinnati area. This will meet my social studies learner goals.

To meet my writing learner goals, my students will be introduced to a variety of forms of poetry. The teacher will model a Sensory Poem for the class. Poetry handouts will be provided to the students to refer to for helpful suggestions, examples, and appropriate

vocabulary choices. The teacher will also discuss the writing core content in order to make students aware of their learner expectations.

Materials/Technology:

Children's Books:

Levine, Ellen. 1988. If You Traveled on the Underground Railroad. NY: Scholastic

Monjo, F.N. 1970. The Drinking Gourd. NY: Harper and Row

Moore, Cathy. 2003. The Daring Escape of Ellen Craft. Minneapolis: Carolrhoda Books, Inc.

Nelson, Vaunda Micheaux. 2003. Almost to Freedom. Minneapolis: Lerner Publications

Rappaport, Doreen. 2000. Freedom River. NY:Hyperion

Schroeder, Alan. 1996. Minty: A Story of Young Harriet Tubman. NY: Penguin

Websites for Underground Railroad

<http://nationalgeographic.com/railroad/>

<http://www.ket.org/underground/>

<http://www.safepassageohio.org>

Poetry Resources

1988. Your Turn: 33 Lessons in Poetry. J. Weston

(Quality and Dialogue Poems)

Procedures:

1. Students will show what prior knowledge they have concerning the UGRR by completing a Vocabulary from A to Z chart. (After each day's lesson discussion they will add to their knowledge list. Students will also give a brief explanation of what the phrase Underground Railroad means to them.
2. Teacher will introduce UGRR key vocabulary words and discuss them.
3. Teacher will read stories about slavery from the children's literature list.
4. Teacher will introduce poetic devices in writing. Handouts will be provided; teacher will share examples of Sensory Poems.
5. Teacher will model and write a poem with class participation.
6. Student will organize their thoughts using a pre-writing graphic organizer.
7. Students will draft a poem.

8. Students will work with a partner to peer conference (revise and edit).
9. Students will publish their poem and share with the class
10. Students will illustrate their poem by drawing the interpretation of their poem.

Student Assessment:

The teacher will assess the written poem using the newly revised Kentucky Scoring Guide papers. Students will complete a reflection of what they have learned about the Underground Railroad and pose questions for further learning.