**What's in a Name?**

*Analyzing Poetry Teaching Demonstration*

Jessyca Mathews

July 1, 2015

"The business of the poet is not to find new emotions, but to use the ordinary ones and, in working with them up into poetry, to express feelings which are not in actual emotions at all."

-T.S. Eliot

**Demonstration:**

*Can be viewed on the Prezi link provided:*

<http://prezi.com/ovryjw1cso4g/?utm_campaign=share&utm_medium=copy&rc=ex0share>

1. Give five strong reasons of why everyone should teach poetry.

2. Set the objectives of what will be achieved during the teaching demonstration

3. Show the video clip of Key & Peele: Substitute Teacher

4. Writer's Eye writing time: Write about the meaning of your name.

5. Share stories of each other's name, beginning with the instructor.

6. Receive a copy of The Naming of Cats by T.S. Eliot and a copy of poetry analysis sheet, TP-CASTT.

7. Read over each section of TP-CASTT allowed and discuss.

8. Read over The Naming of Cats-Audio recording provided by YouTube clip (child reader)

9. In pair, take time to analyze the poem, The Naming of Cats. Instructor circulates the room for assistance.

10. As a whole group, discuss the findings in doing TP-CASTT of the poem.

11. Personal writing time. Review the contents earlier in the Writer's Eye section on the history of one's name. Use this information to create a strong paragraph or to write one stanza (minimum).

12. Share writing (if time permits)

**Contentions**

I believe that...

* Poetry is a vital component for Language Arts classrooms and can be used at every grade.
* By starting the presentation with the focus on five reasons why teachers should include poetry in their school year, it is my hope that the other instructors consider including at least once in each unit focus.
* The integration of technology within the lesson gives more depth and exposure to different art forms for students to enjoy. With this lesson, students will be able to see a visual representation of the Writer's Eye topic, an audio component to listen to the work since it is exposure to a new topic, and the use of Prezi to keep proper organization.
* The lesson will have time for individual work, time to develop in pairs, and whole group discussion. This allows for each student to have the opportunity to feel comfortable in the environment while working.
* Modeling is an essential skill to strengthen any lesson. The instructor will share personal stories and writing with students to model and build community for the students.
* Poetry allows for students to strengthen their skills in inference. There is no definite correct answer in poetry analysis, but support for one's educated guess is essential.
* Character development is a strong component in this lesson by sharing and learning each member's stories, working together in analysis, and group discussion.

Sacred Writing Time

July, 7th, 2015

*“It seems to me that our three basic needs, for food and security and love, are so mixed and mingled and entwined that we cannot straightly think of one without the others... When I write of hunger, I am really writing about love and the hunger for it, and warmth and the love of it...  
It is all one.”*

*M.F.K.  Fisher*

**Discuss:**

* How important is the use of verbs when it comes to writing?
* How can we use the use of verbs in recipes to improve our writing?

**Task: Prezi link is provided below:**

[**http://prezi.com/4snhpf--r-0k/?utm\_campaign=share&utm\_medium=copy&rc=ex0share**](http://prezi.com/4snhpf--r-0k/?utm_campaign=share&utm_medium=copy&rc=ex0share)

1. Begin the demonstration by celebrating an author's birthday. Give a brief history of M. F. K. Fisher as a writer and cooking connoisseur. The quote to start the day is from Fisher, and listed above.
2. The instructor plays a clip of Gordon Ramsay cooking scrambled eggs, and asks the students to focus on the words Chef Ramsay uses to explain the completion of the task.
3. Discussion of the demonstration begins, with the focus on the use of verbs. Definition of the word verbs is given by the instructor.
4. For five minutes, group members research recipe books, taking notes on the use of verbs by the writers.
5. Discussion (whole group):
   1. What verbs did you find with examining the recipes?
   2. Why do you think the author chose these specific words?
   3. How does it accomplish the goals of communication by a writer?

**Share:**

* Discussion of the bulleted points made above happens with the entire group.

**Writer’s Notebook Task:**

* In the writing section of your writer’s notebook, you may do one of two tasks:

1. Write your own story using any of the verbs that you found today while reading the recipes or from our discussion.
2. Create your own recipe for a topic: The perfect day, examine a character, your own recipe, the perfect man/woman, or a topic of your choice.

**Share:**

* With a partner, share your story "that you cooked up" with powerful verbs. Feel free to comment on your partner’s stylistic choices used in his/her writing.

*“Recipes tell you nothing. Learning techniques is the key."*

*-Tom Colicchio*