Meet the Poets on facebook

Alice Walker

Nikki Giovanni

Shakespeare

Phillis Wheatley

Maya Angelou

Lesson Plan Booklet

By Trellany L. McMath, Ed.S

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Thomas Jefferson Middle School

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Title – Meet the Poet on Facebook
By – Trellany L. McMath, Ed.S
Grade Level – 7-8

Primary Subject - Language Arts
Secondary Subjects –Reading, Writing, Social Studies and Visual Arts and Technology

Time limit: Two weeks (10 days)

Next Generation Sunshine State Standards

Reading and Language Arts

LA7-8.2.1.3- The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;

LA7-8.2.1.1- The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;

LA7-8.2.1.4- The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;

LA.7-8.1.7.8- The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

LA.7-8.1.7.1- The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.7-8.2.1.7- The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;

LA7-8.2.2.1-The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words)

Writing

LA.B.1.4 The student uses writing processes effectively.

- Selects and uses appropriate prewriting strategies, such as brainstorming, and using graphic organizers, and outlines.
- Drafts and revises writing that…has an organizational pattern that provides a logical progression of ideas; uses creative writing strategies.

Social Studies

SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.

Science

SC.8.N.4.2 Explain how political, social, and economic concerns can affect science, and vice versa.

Technology

LA.7-8.6.2.2 The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;

LA.8.6.4.2 The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

LA.8.6.2.1 The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;

LA.8.6.3.1The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;

Visual Arts

VA.68.F.1.1 Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

VA.68.F.1.3 Investigate and describe how technology inspires and affects new applications and adaptations in art. VA.68.F.2.5 Create an artist statement to reflect on personal artwork for a portfolio or exhibition.

Objectives:

Language Arts

Students will:

- Establish prior knowledge as well as build vocabulary for reading and writing a poem.
- Identify and analyze characteristics and elements of poetic forms: (rhythm, rhyme, repetition and alliteration) including lines and stanzas
- Identify analyze sound devices, imagery, and figurative language (simile, metaphor, personification)
- Work cooperatively to paraphrase an original poem.

Reading

Students will:

- Make inferences and analyze symbols and recurring themes in poetry
- Compare word choice in poetry and summarize poetry
- Compare and contrast traditional forms of poetry
- Identify and analyze rhythm, meter and their effects in poetry
- Analyze the speaker's tone and dialect in a poem

Writing

Students will

- Use punctuation correctly in writing poetry
- Outline information using charts and graphic organizers
- Learn to paraphrase an original poem.
- Learn to write original poems using appropriate techniques
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter

Social Studies

Students will

- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, causally).
- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Science

Students will:

- be able to identify issues about which society could provide input, formulate scientifically investigable questions about those issues,
- be able to construct investigations of their questions, collect and evaluate data from their investigations, and
- develop scientific recommendations based upon their findings.

Technology

Students will:

- Use a systematic process for the collection, processing, and presentation of information.
- Develop the essential technology skills for using and understanding conventional and current tools, materials and processes.
- Develop and demonstrate an understanding of media literacy as a life skill that is integral to informed decision making.

Visual Arts

Students will

- Create, interpret, respond and stimulate the imagination and encourage innovation and creative risk-taking in the arts.

Materials:

- McDougal Littell Literature Book - Unit 5 Poetry
- Computer (Internet access)
- Overhead or Smartboard Projector
- Composition Journal
- Construction Paper
- Display boards
- Pen, pencils, crayons and highlighters
- Graphic Organizers (Plot Diagram, T-chart, Y Chart or Venn Diagram)
- Index Cards

Accommodations:

Focus for any special needs students within the classroom: The teacher will give these students extra time to think about questions asked during discussion.

There will also be a variety of instructional materials (overheads and posters) to foster their learning process.

Focus to meet the cultural and varying learning styles: The teacher will introduce a form of poetry from various authors and will write a group poem using this form.

Summary about the project

Meet the Authors on Facebook!

Using technology, students will works in groups of 1-5 to create a Facebook profile of an author that they have read about or will read about from their McDougal Little Literature book. Using the profiles, students will not only learn about the author, they will also learn importance of privacy when posting information on social network sites. Students will also learn more about the dynamics of online social networking by exploring Facebook, setting up profiles, and using the site to help the class learn more about authors in literature they are reading. In this project, students will work in groups to develop their understanding of the authors and their autobiographical information to build background knowledge of the author as well as literature they have written. Next, students will create their own model profile of an author that will include features about the author. Lastly, students will create a poster size web page replicating the model icons used on their actual Facebook profiles using information.

This project will be shared with colleagues at Thomas Jefferson Middle School. Teacher will share this lesson with other teachers in a best practices professional development. Student work will be displayed in the school's media center or a designated bulletin board around the school for student, teacher, visitor and parental view.

Results

- Using the social network FACEbook, students will increase understanding of online communication and the positive benefits of appropriate use of social networking sites
- Students will learn more about the dynamics of online social networking by exploring Facebook, setting up profiles, and using the site to help the class learn more about characters in literature they are reading.
- Using the profiles, students will learn the importance of privacy when posting information online.
- Students will work in groups to develop their understanding of the characters in the text and their motives in the plot.

Procedures

1. The teacher will introduce the lesson by asking the students what they think poetry is. There will be a question-answer discussion on poetry to establish background knowledge and to familiarize students with poetry.

2. Using a composition journal, students will create a poetry notebook that will include vocabulary words (literary and poetry terms) to build background knowledge, poetry examples and notes from literature.

3. Using the overhead or Smartboard, students will learn various ways of using words in poems. Using indext cards, students will also practice using figurative language through examples (simile, metaphor, personification) .

4. The students will learn about various poets and forms of poetry from Reading selections from the McDougal Littell Literature book, Unit 5. There will also be information about poets, examples, discussions and hands on activities after each selection.

5. Students will learn how to read a poem word by word and line by line in order to understand from the author's perspective.

6. Students will brainstorming for ideas and using the formulas to create a poem. *Science and Social Studies, students will research famous inventor or president using reliable Internet sites.*

7. Students will learn how to paraphrase an original poem. *Science and social studies students will write a 2 page research paper on their person.*

8. Student will orally present their paraphrased poem. *Science and Social Studies students will orally present their person in regards to what they learned about this person and the significance and contributions they made to society*.

9. Students will be listening for the literary elements and figurative language and will record this information in their composition notebook. *Science and Social Students will create a timeline for inventor/presidents.*

10. The students will create their Facebook page on construction paper for visual display using computer graphics and artistic creativity. **Finished products will be displayed in the media center, classrooms and display board around school.**

Daily Activities

Day 1: Before Reading – Establish prior knowledge about poems and famous poets being discussed in Unit 5- Poetry

Day 2: Build vocabulary – explore key ideas of using words to create images of literary and figurative language (vocabulary words will be introduced throughout the lesson).

Day 3: Identify strategies for reading poetry.

- Read poem (free verse, lyric, sonnet, narrative, couplets, and quatrain)
- Analyze key words and phrases (simile, metaphor, personification)
- Visualize the images
- Identify the speaker
- Think about the poets message conveyed

Day 4: Discuss the characteristics of the poem (rhyme, rhythm, meter, stanza)

Day 5: Paraphrase a Poem – word by word, line by line (two per line) using a T-Chart.

Day 6: Students will use computers to view the elements of an actual facebook page and learn what the various icons mean in order to create their replica.

Day 7: Students will research a famous poet and select one poem written by this poet to paraphrase. Information will be printed out and turned in with paraphrase. Poem will be summarized on (Y-Chart) (Homelearing Activity)

Day 8: Students will be given a blank copy of a facebook page. Using the instruction and research information. Students will write the information in the blank sections. (Class Activity)

Day 9: Students will review the rubric checklist against their rough draft to make sure they have followed directions - (peer and self-assessment)

Day 10: Students will create their facebook page on a display board that will include all the information from the rough draft.

Poetry and Literary Terms

Using a T-chart, students will write their vocabulary words in their journal on a daily basis as the terms are introduced in the lesson.

What is Poetry? Poetry - is a form of literary art in which language is used for its aesthetic and evocative qualities in addition to, or in lieu of, its apparent meaning.

Blank verse
A line of poetry or prose in unrhymed iambic pentameter. Shakespeare's sonnets, Milton's epic poem *Paradise Lost*, and Robert Frost's meditative poems such as "Birches" include many lines of blank verse. Here are the opening blank verse lines of "Birches": When I see birches bend to left and right / Across the lines of straighter darker trees, / I like to think some boy's been swinging them.

Closed form
A type of form or structure in poetry characterized by regularity and consistency in such elements as rhyme, line length, and metrical pattern. Frost's "Stopping By Woods on a Snowy Evening" provides one of many examples. A single stanza illustrates some of the features of closed form:

> Whose woods these are I think I know.
> His house is in the village though.
> He will not see me stopping here
> To watch his woods fill up with snow.

Couplet
A pair of rhymed lines that may or may not constitute a separate stanza in a poem. Shakespeare's sonnets end in rhymed couplets, as in "For thy sweet love remembered such wealth brings / That then I scorn to change my state with kings."

Epic
A long narrative poem that records the adventures of a hero. Epics typically chronicle the origins of a civilization and embody its central values. Examples from western literature include Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, and Milton's *Paradise Lost*.

Falling meter
Poetic meters such as trochaic and dactylic that move or fall from a stressed to an unstressed syllable. The nonsense line, "Higgledy, piggledy," is dactylic, with the accent on the first syllable and the two syllables following falling off from that

accent in each word. Trochaic meter is represented by this line: "Hip-hop, be-bop, treetop--freedom."

Free verse
Poetry without a regular pattern of meter or rhyme. The verse is "free" in not being bound by earlier poetic conventions requiring poems to adhere to an explicit and identifiable meter and rhyme scheme in a form such as the sonnet or ballad. Modern and contemporary poets of the twentieth and twenty-first centuries often employ free verse. Williams's "This Is Just to Say" is one of many examples.

Lyric poem
A type of poem characterized by brevity, compression, and the expression of feeling. Most of the poems in this book are lyrics. The anonymous "Western Wind" epitomizes the genre:

> Western wind, when will thou blow,
> The small rain down can rain?
> Christ, if my love were in my arms
> And I in my bed again!

Meter
The measured pattern of rhythmic accents in poems. See *Foot* and *Iamb*.

Narrative poem
A poem that tells a story. See *Ballad*.

Quatrain
A four-line stanza in a poem, the first four lines and the second four lines in a Petrachan sonnet. A Shakespearean sonnet contains three quatrains followed by a couplet.

Rhyme
The matching of final vowel or consonant sounds in two or more words. The following stanza of "Richard Cory" employs alternate rhyme, with the third line rhyming with the first and the fourth with the second:

> Whenever Richard Cory went down town,
> We people on the pavement looked at him;
> He was a gentleman from sole to crown
> Clean favored and imperially slim.

Rhythm
The recurrence of accent or stress in lines of verse. In the following lines from "Same in Blues" by Langston Hughes, the accented words and syllables are underlined:

I said to my baby,
Baby take it slow....
Lulu said to Leonard
I want a diamond ring

Rising meter
Poetic meters such as iambic and anapestic that move or ascend from an unstressed to a stressed syllable. See *Anapest*, *Iamb*, and *Falling meter*.

Sestet
A six-line unit of verse constituting a stanza or section of a poem; the last six lines of an Italian sonnet. Examples: Petrarch's "If it is not love, then what is it that I feel," and Frost's "Design."

Sestina
A poem of thirty-nine lines and written in iambic pentameter. Its six-line stanza repeat in an intricate and prescribed order the final word in each of the first six lines. After the sixth stanza, there is a three-line envoi, which uses the six repeating words, two per line.

Sonnet
A fourteen-line poem in iambic pentameter. The Shakespearean or English sonnet is arranged as three quatrains and a final couplet, rhyming abab cdcd efef gg. The Petrarchan or Italian sonnet divides into two parts: an eight-line octave and a six-line sestet, rhyming abba abba cde cde or abba abba cd cd cd.

Stanza
A division or unit of a poem that is repeated in the same form--either with similar or identical patterns or rhyme and meter, or with variations from one stanza to another. The stanzas of Gertrude Schnackenberg's "Signs" are regular; those of Rita Dove's "Canary" are irregular.

What is Figurative Language? **Figurative language** - a form of language use in which writers and speakers convey something other than the literal meaning of their words. Examples include hyperbole or exaggeration, litotes or

understatement, simile and metaphor, which employ comparison, and synecdoche and metonymy, in which a part of a thing stands for the whole.

Simile
A simile uses the words “like” or “as” to compare one object or idea with another to suggest they are alike. **Example:** busy as a bee

Metaphor
The metaphor states a fact or draws a verbal picture by the use of comparison. A simile would say you are like something; a metaphor is more positive - it says you are something. **Example:** You are what you eat.

Personification
A figure of speech in which human characteristics are given to an animal or an object. **Example:** My teddy bear gave me a hug.

Alliteration
The repetition of the same initial letter, sound, or group of sounds in a series of words. Alliteration includes tongue twisters. **Example**: She sells seashells by the seashore.

Onomatopoeia
The use of a word to describe or imitate a natural sound or the sound made by an object or an action. **Example**: snap crackle pop

Hyperbole
An exaggeration that is so dramatic that no one would believe the statement is true. Tall tales are hyperboles. **Example**: He was so hungry, he ate that whole cornfield for lunch, stalks and all.

Idioms
According to Webster's Dictionary, an idiom is defined as: peculiar to itself either grammatically (as no, it wasn't me) or in having a meaning that cannot be derived from the conjoined meanings of its elements **Example:** To act high and mighty/to act proud and arrogantly.

Facebook Page Instructions and Rubric
Meet the Poets on Facebook

Instructions: You will need a large poster board to complete this project.
1.Insert a photo or hand-drawn illustration of the person here. Be sure the picture is colored, if possible. If you are drawing the picture, add any clothing details or other items**. 1 points** you will also receive **1 point** for your vital information (ie, name, period and title of project).

2. Write a quote from the person here. This quote should be memorable. **3 points**

3. Fill-in information about the poets profile and status. Include the birth date, and death date of poet. Also include the city, state or country where they were born. **3 points**

4. Insert unusual picture with caption to illustrate your poem. **2 points**

5. Include information about accomplishments of this person. These should be significant accomplishments. (Did they receive a Pulitzer prize, Poet Laureate or other accomplishments?) **5 points**
6. List five of the poet's most popular poems. **(5 points)**

7. Choose one of the poems that you indicated in #6 you have read from this poet.
~Poem must be a **MINIMUM OF 10** lines or more. **(15 points)**
8. Paraphrase the poem into your own words. (word by word, line by line) **(25 points)**

9. Identify the figurative language in the poetry – Is the poem a free verse, lyric, haiku, narrative, ballad. The first line is for ***"simile and metaphor",*** the second line is for ***"alliteration and personification,*** the third line is for ***onomatopoeia"*** and ***allusion"*** and the forth line is ***for pun and hyperboles"*** identified in the poem. **(Identify them somewhere in your work). (10 points)**

10. What is the tone or mood of this poem. Who is the speaker? Does the poet use an active or passive voice? Does the poem rhyme? What is the most memorable line of the poem? **(5 points)**

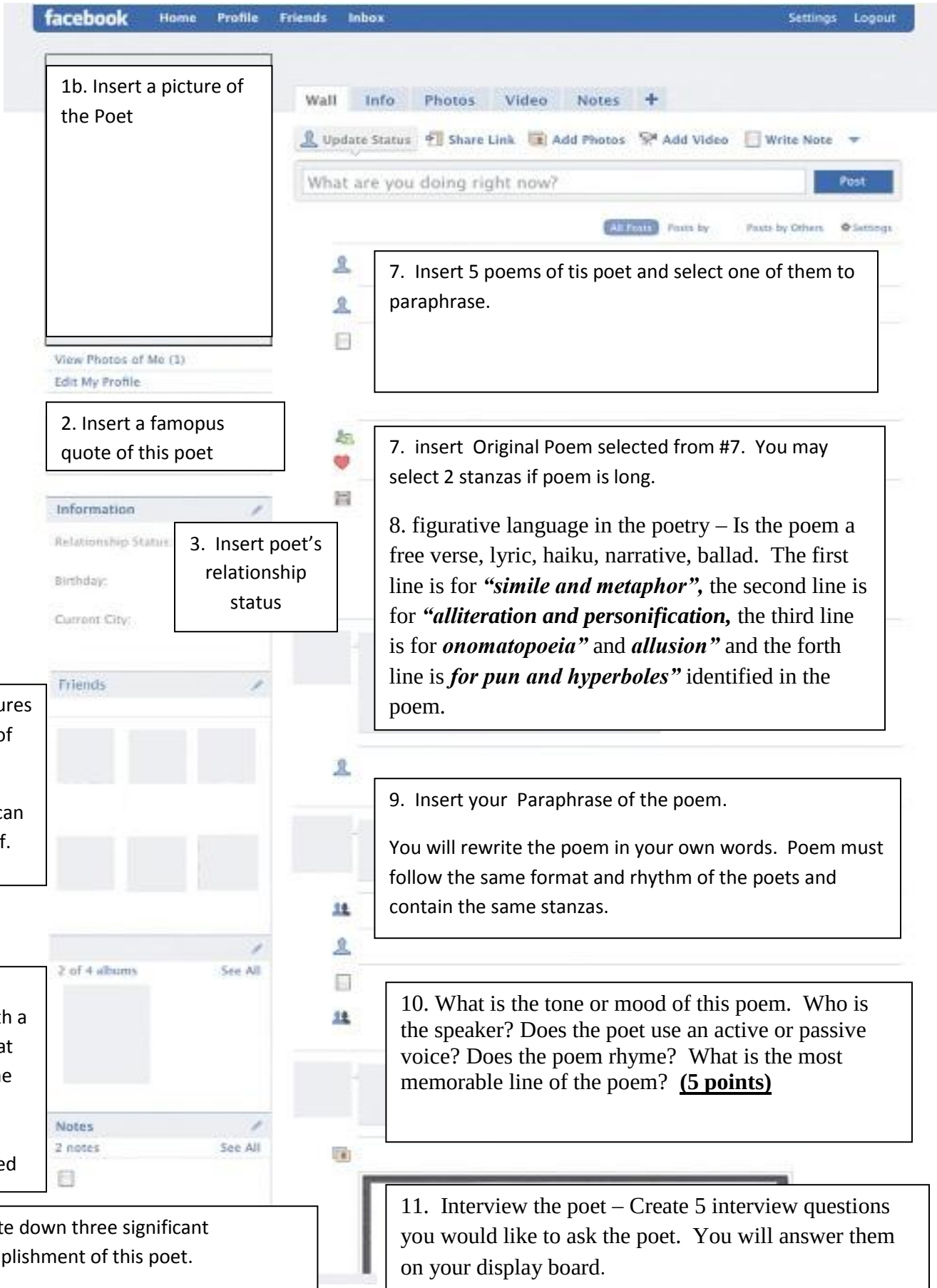
11. Interview the poet – Create 5 interview questions you would like to ask the poet and answer them as if you are the author/poet using factual information you learned from reading their biography. **5 points**

12. **Presentation** – each group will present their famous poet by telling a little bit about the poet, identifying the figurative language in the poem and reciting and paraphrasing the poem that they have selected. **(10 points)**

13. **Posters Boards-** will be graded based on **overall effort, neatness, creativity and originality** which includes graphics and print rich details. **(10 points)**

Meet the Poet on Facebook

(Poet's Name Here)



1b. Insert a picture of the Poet

2. Insert a famopus quote of this poet

3. Insert poet's relationship status

4. Insert pictures of 6 friends of poets

One picture can be of yourself.

5. Insert a picture with a caption that explains the poem that you paraphrased

6. Write down three significant accomplishment of this poet.

7. Insert 5 poems of tis poet and select one of them to paraphrase.

7. insert Original Poem selected from #7. You may select 2 stanzas if poem is long.

8. figurative language in the poetry – Is the poem a free verse, lyric, haiku, narrative, ballad. The first line is for ***"simile and metaphor",*** the second line is for ***"alliteration and personification,*** the third line is for ***onomatopoeia"*** and ***allusion"*** and the forth line is ***for pun and hyperboles"*** identified in the poem.

9. Insert your Paraphrase of the poem.

You will rewrite the poem in your own words. Poem must follow the same format and rhythm of the poets and contain the same stanzas.

10. What is the tone or mood of this poem. Who is the speaker? Does the poet use an active or passive voice? Does the poem rhyme? What is the most memorable line of the poem? **(5 points)**

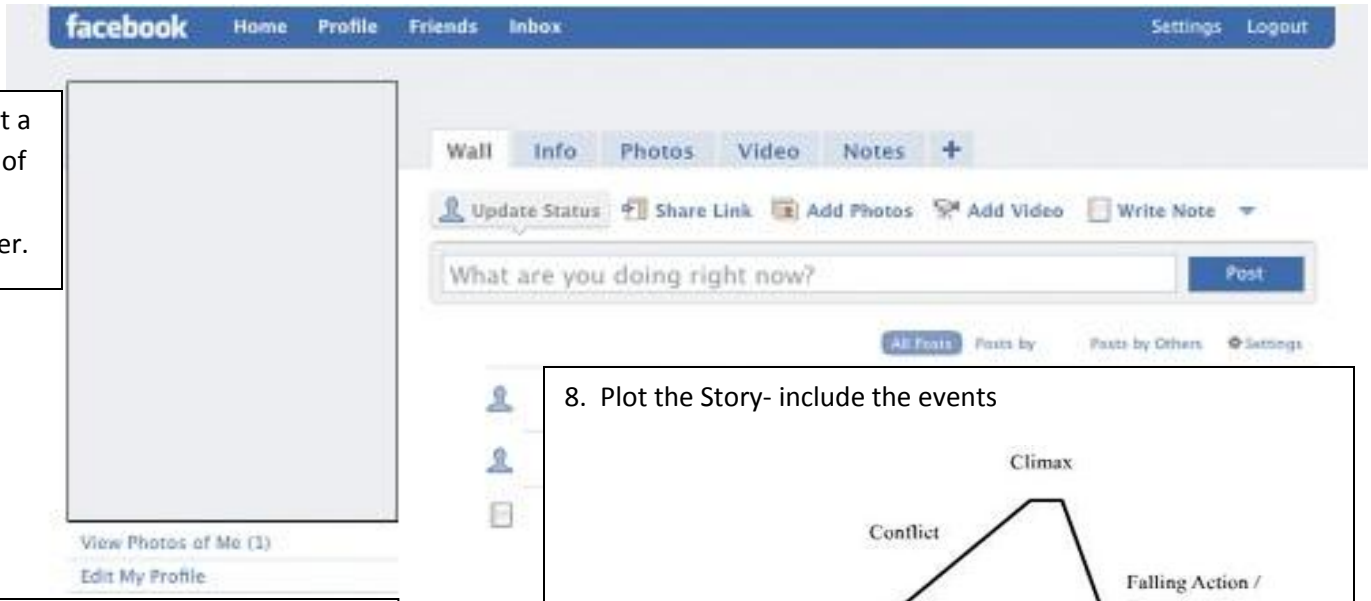
11. Interview the poet – Create 5 interview questions you would like to ask the poet. You will answer them on your display board.

Facebook Page Instructions for
Meet the Character on Facebook

1. Student will read a Non-Fiction novel of their choice. Student will select one character from the story. Write the name of the Character being presented
2. Insert a photo or hand-drawn illustration of the person here. Be sure the picture is colored, if possible. If you are drawing the picture, add any clothing details or other items.
3. Write a quote from the person here. If it is a book character, then use a quote from the book. This quote should be memorable.
4. Fill-in information about their relationship status first. Are they involved with someone, or do they have a secret crush? You don't have to give all the details! Birthdate, give as close a date as you can if you can't find an exact date. For the current city, write the city and state/country they reside in.
5. Include the drawings and/or photo of six friends of this person. Include a name label below each picture. These friends could be related to the person.
6. Insert an unusual picture of the person with a caption describing the setting of this story. This picture can also be a drawing.
7. Include information about accomplishments of this character. These should be significant accomplishments that were discussed in the story
8. Plot the Story - Plot the events that occur in the story that includes the introduction, two rising action events, the conflict, climax, two falling action events and the conclusion.
9. Tag your character in an unusual photo (or drawing) that includes conflict t (Character vs. Character, Character vs. Nature, Character vs. Society or Character vs. himself) and explain the conflict that takes place in the story.
10. Write two important things that highlight the character in the story
11. Describe the character's mood in a paragraph. Who is the narrator? and what point of view is the story being told from?
12. Include the Title of the book and author's name and Genre
    Student's Name _____ Reading Period ___ and Date: _____

Meet the Character on FACEBOOK

(Character Name Goes Here)



2. Insert a picture of the character.

3. Insert a quote from the Character

4. Fill-in the status information for the character.

5. Include pictures of at least 6 friends of the character. (characters from the story)

6. Insert unusual pic with caption describing the setting .

7. Include information about the character as the protagonist or antagonist.

8. Plot the Story- include the events

9. Tag your character in an unusual photo (or drawing) that includes conflict that may be (man vs. man, man vs. nature, man vs. society or man vs. himself) and explain the conflict that takes place in the story.

10. Write two important things that highlight the character in the story

highlight the character in the story

11. Describe the character's mood in a paragraph. Who is the narrator and what point of view is the story being told from.

12. Include the title of the book and author's name
Student's Name
Reading Arts Period
Date:

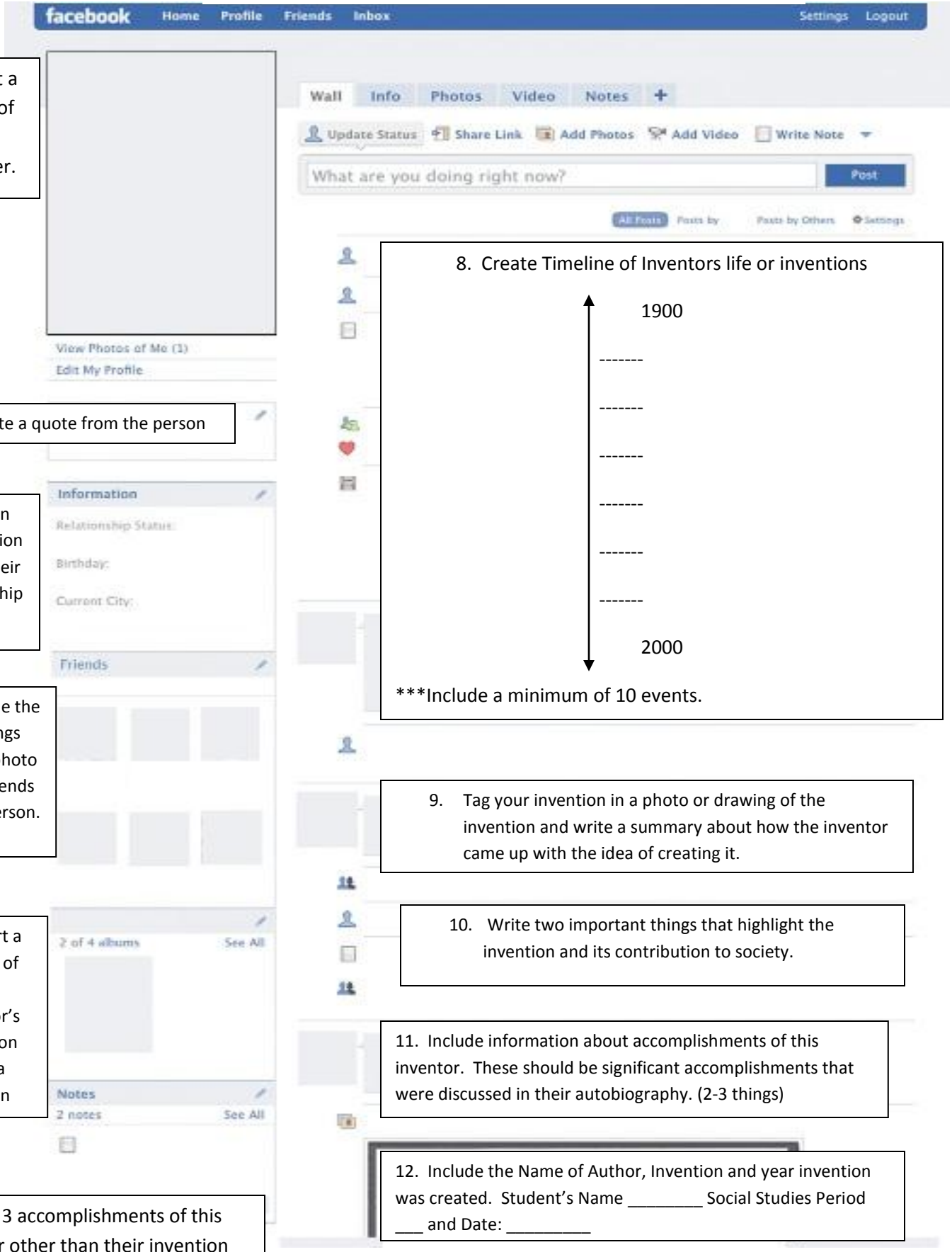
Facebook Page Instructions for
Meet the Inventor on Facebook
Students will research a famous inventor.

1. Write the name of the Inventor being researched. (Select from list)
2. Insert a photo or hand-drawn illustration of the person here. Be sure the picture is colored, if possible. If you are drawing the picture, please make it legible.
3. Write a quote from the person here. If you cannot find a quote from this person, create one. This quote should be memorable.
4. Fill-in information about their relationship status first. Are they involved with someone, or do they have a secret crush? You don't have to give all the details! Birthdate, give as close a date as you can if you can't find an exact date. For the current city, write the city and state/country they reside in.
5. Include the drawings and/or photo of six friends of this person. Include a name label below each picture. These friends could be other inventors.
6. Insert a picture of the inventor's invention with a caption describing the invention. This picture can also be a drawing.
7. Include information about accomplishments of this inventor. These should be significant accomplishments that were discussed in their autobiography.
8. Create a timeline of the inventor's life. (include a minimum of 10 events from birth to death).
9. Tag your invention in a photo or drawing.
10. Write two important things that highlight the invention and its contribution to society.
11. Include the Name of Author, Invention and year invention was created.

Student's Name _____ Science Period ___ Date: _____

Meet the Inventor on Facebook

(Name Goes Here)



2. Insert a picture of the character.

3. Write a quote from the person

4. Fill-in information about their relationship status

5. Include the drawings and/or photo of six friends of this person.

6. Insert a picture of the inventor's invention with a caption

11. List 3 accomplishments of this inventor other than their invention

8. Create Timeline of Inventors life or inventions

1900

2000

***Include a minimum of 10 events.

9. Tag your invention in a photo or drawing of the invention and write a summary about how the inventor came up with the idea of creating it.

10. Write two important things that highlight the invention and its contribution to society.

11. Include information about accomplishments of this inventor. These should be significant accomplishments that were discussed in their autobiography. (2-3 things)

12. Include the Name of Author, Invention and year invention was created. Student's Name _____ Social Studies Period ___ and Date: _____

Name _____ Social Studies Period: _____ Date: _____

Facebook Page Instructions - Historical People – US Presidents

1. Insert a photo or hand-drawn illustration of the person here. Be sure the picture is colored, if possible. If you are drawing the picture, add any clothing details or other items.

2. Write a quote from the person here. This quote should be memorable.

3. Fill-in information about their relationship status first. Are they involved with someone, or do they have a secret crush? Birthdate, give as close a date as you can if you can't find an exact date. For the current city, write the city and state/country they reside in.

4. Include the drawings and/or photo of six friends of this person. Include a name label below each picture. These friends could be related to the person or other US Presidents

5. Insert an unusual picture of the person with a caption. You can also include a date the picture was taken. This picture can also be a drawing.

6. Include information about accomplishments of this person. These should be significant accomplishments.

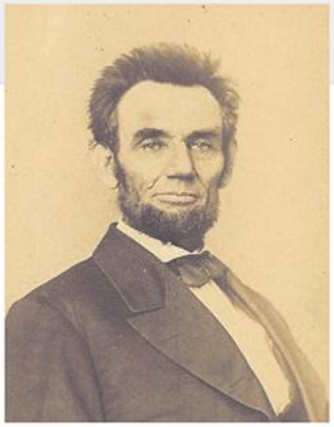
7. Write two **current** activities of the person (as if they were alive if they are currently deceased). One activity on each line. These activities can be trivial in nature.

8. Create a Timeline of this person's presidential years that should include bills passed and controversial issues this president faced during his time in office (minimum of 15 events).

10. Interview the President: Create five FCAT style questions asking the president about his tenure in the White House.

11.Write the mood of the person at the present time here. If they are deceased, you must write it as if they are still alive.

facebook Home Profile Friends Inbox Abe Lincoln Settings Logout



View Photos of Me (1)

Edit My Profile

Am I not destroying my enemies when I make friends of them? Kegger!

Information

Relationship Status:
It's Complicated

Birthday:
February 12

Current City:
Washington, DC

Friends

Four score and seven friends

Horace Greeley

Select black people

Mary Todd Lincoln

U.S. Grant

Stephen Douglas

Phil

Daguerreotypes

2 of 4 albums See All

Before the Beard!
Created 23 hours ago

Notes

2 notes See All

Reconstruction: You helped defeat the South, now be a part of it
12:15am Feb 3

Abe Lincoln is headed for the theater. 14 hours ago clear

Wall Info Photos Video Notes +

Update Status Share Link Add Photos Add Video Write Note

What are you doing right now? Post

All Posts Posts by Abe Posts by Others Settings

Abe is headed for the theater. 7:12pm - Comment

Abe is freeing the slaves. 2:15pm - Comment

Reconstruction: You helped defeat the South, now be a part of it 12:15am
Fondly do we hope — fervently do we pray — that this mighty scourge of war may speedily pass away.
Comment

Abe is now friends with **Jefferson Davis.** 3:12pm - Comment

Abe is listed as in a relationship and it's complicated. 12:07am - Comment

Joshua Speed uploaded a new video. 10:59pm

I got a crush on Honest Abe
5:25 Added 15 hours ago

Horace Greeley tagged Abe in a photo. 12:06am

Tagged in:
Jack Armstrong Wrestling Match

Abe is depressed and having a hard time getting out of bed today. 10:55pm - Comment

Robert E. Lee wrote at 10:47pm
Sorry, I don't trust you and I don't like you.
Wall-to-Wall - Write on Robert's Wall

Abe joined the group Secession is for sissies. 10:46pm - Comment

Abe is suspending habeaus corpus. 10:42pm - Comment

Gen. McClellan mentioned Abe in his note 16 Random Things about Me.
10:41pm - Comment - Show Comments (3)

Abe joined the group The Walt Whitman Appreciation Society.
10:37pm - Comment

Harriet Tubman wrote at 10:35pm
God won't let master Lincoln beat the South 'til he does the right thing.
Wall-to-Wall - Write on Harriet's Wall

Before the Beard! - 4 new photos 3:08pm

Assessments

Students will be assessed based on formative and summative

Formative – Assessing the Process

- Students will have daily class activities related to the lessons; (vocabulary, literary and figurative language, writing and reading) these will be reviewed and commented on by the teacher through observation and quizzes.
- Students will utilize self and peer assessment rubrics
- Students will be evaluated on group collaboration and participation in questioning strategies

Summative – Assessing the Products

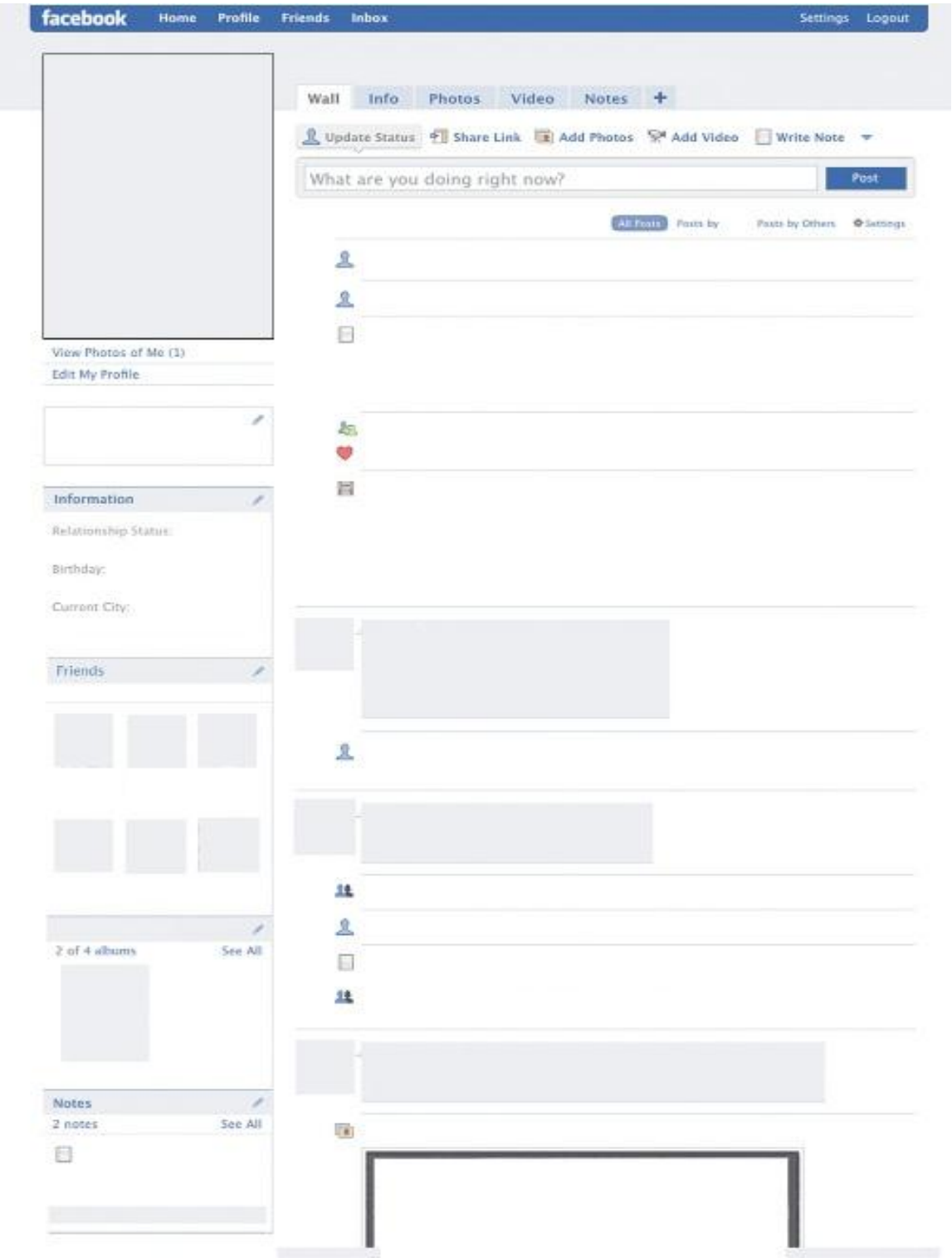
- Facebook Page Product – teacher will evaluate product using a rubric.
- Literature Assignments – teacher will evaluate literatures activities using teacher made assessments and assessment at the end of Literature book Unit 5. (grading scales)

Resources

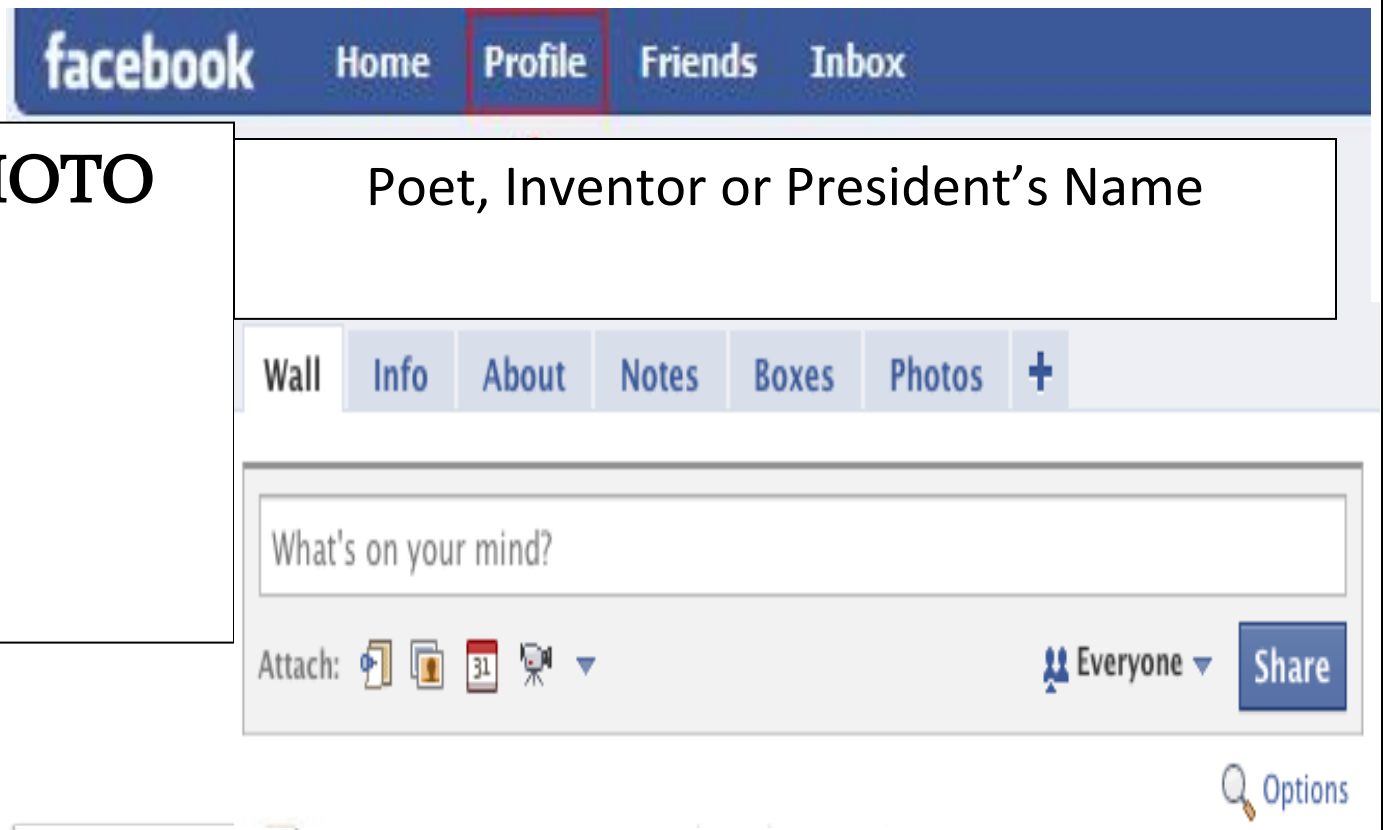
- McDougal Littell Literature Book

  7th and 8th Grade – Unit 5 Poetry - www.classzone.com
- Blank Facebook Page
- Facebook Graphics
- Teacher List of Famous Poets, Inventors and US Presidents.
- Plot Diagram
- Conflict Chart
- T Chart
- Y Chart
- Timeline
- Rubric
- Famous Poets - http://famouspoetsandpoems.com/
- Famous Inventors: http://inventors.about.com/
- Famous US Presidentshttp://www.presidentsusa.net/

Blank Facebook Page



Facebook Graphics



PHOTO

Poet, Inventor or President's Name

Teacher List of Famous Poets, Inventors and US Presidents.

You may add more to this list

Famous Poets	Inventors	United States Presidents
Robert Frost	Elijah McCoy	GEORGE WASHINGTON
William Shakespeare	George Washington Carver	JOHN ADAMS
T.S. Elliot	Albert Einstein	THOMAS JEFFERSON
Langston Hughes	Rudolph Diesel	JAMES MADISON
Alice Walker	Jan Matzeliger	JAMES MONROE
Toni Morrison	Karlheinz Brandenburg	LYNDON JOHNSON
Gwendolyn Brooks	Melitta Bentz	JOHN QUINCY ADAMS
Shel Silverstein	Gottlieb Daimler	ANDREW JACKSON
Eve Merriam	Karl Benz	MARTIN VAN BUREN
E. B. White	Henry Ford	WILLIAM HENRY HARRISON
Julio Noboa	Konrad Zuse	JOHN TYLER
Don Marquis	Levi Strauss	JAMES K. POLK
Emily Dickinson	Madame C. J. Walker	ZACHARY TAYLOR
John Keats	Emil Berliner	MILLARD FILLMORE
Alexander Pope	Heinrich Focke	FRANKLIN PIERCE
Maya Angelou	Karl Friedrich von Drais	JAMES BUCHANAN
Marilyn Nelson	Sarah Goode	ABRAHAM LINCOLN
Henry Wadsworth Longfellow	Wilbur and Orville Wright	ANDREW JOHNSON
Bob Dylan	Percy Spencer	ULYSSES S. GRANT
Robert Louis Stevenson	Charles Darrow	RUTHERFORD B. HAYES

Matso Basho`	Heinrich Göbel	JAMES GARFIELD
Nikki Giovanni	Fraunhofer-Gesellshaft	CHESTER ARTHUR
Phillis Wheatley	Erno Rubik	GROVER CLEVELAND
Edgar Allan Poe	Garrett Morgan	BENJAMIN HARRISON
	Grandville T. Woods	WILLIAM MCKINLEY
	Heinrich Hertz	THEODORE ROOSEVELT
		WILLIAM HOWARD TAFT
		WOODROW WILSON
		WARREN HARDING
		CALVIN COOLIDGE
		HERBERT HOOVER
		FRANKLIN D. ROOSEVELT
		HARRY TRUMAN
		DWIGHT EISENHOWER
		JOHN F. KENNEDY
		LYNDON JOHNSON
		RICHARD NIXON
		GERALD FORD
		JIMMY CARTER
		RONALD REAGAN
		GEORGE BUSH
		BILL CLINTON
		GEORGE W. BUSH
		BARACK OBAMA

Plot Diagram

Conflict Chart

Character vs. Character	Character vs. Himself
Character vs. Nature	Character vs. Society

T-Chart

Original Poem	Your Paraphrase of Poem

Y Chart – Characterization

Character Name:

_____

B. Looks like…

A. Sounds Like…

C. Feels Like…

Write a Summary about the Character using the information above.

Time Line

A

B

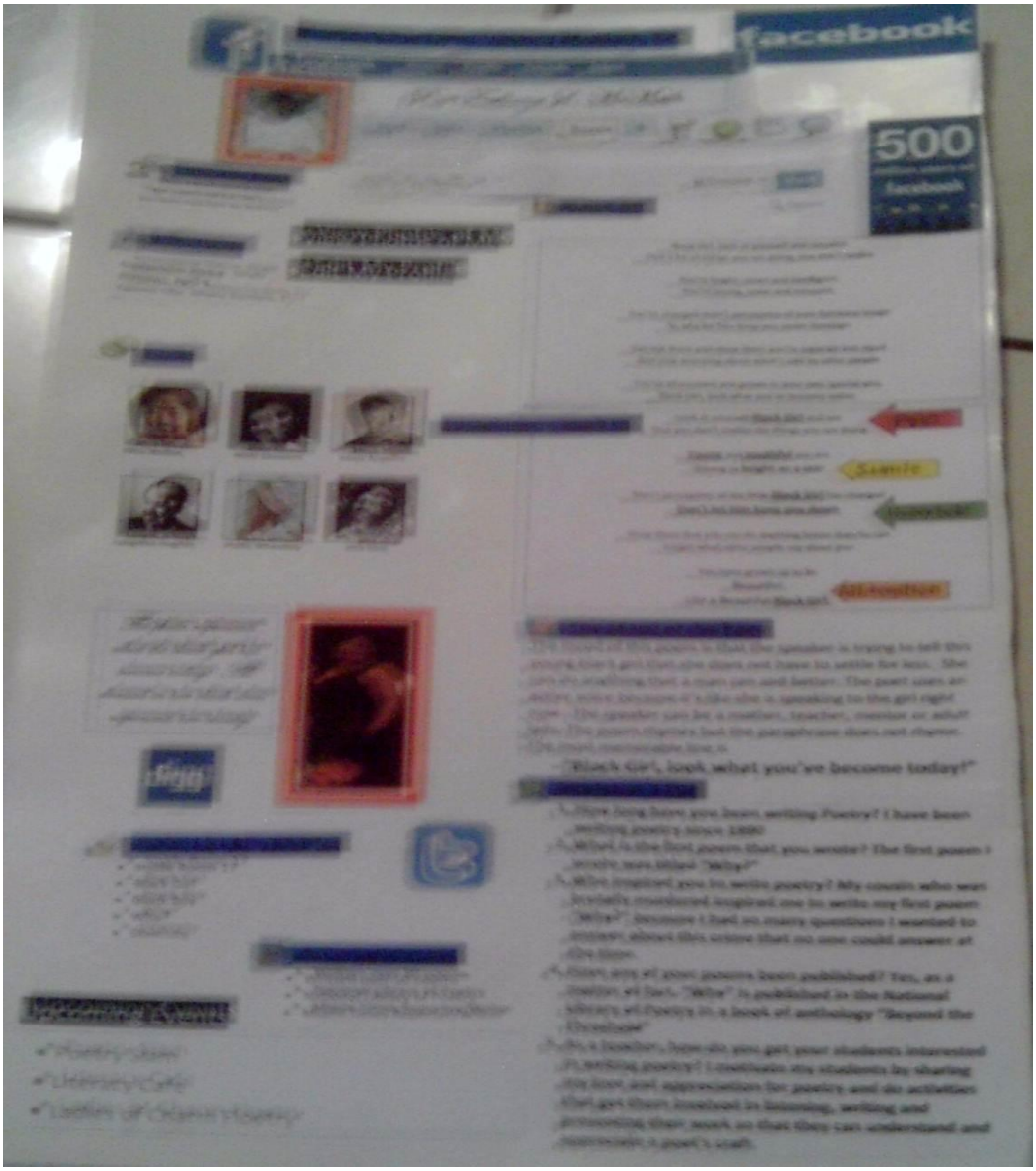
Facebook Project Rubric

Student Name: **Language Arts Period :** **Date:**

1.Insert a photo or hand-drawn illustration of the person here. Be sure the picture is colored, if possible. If you are drawing the picture, add any clothing details or other items**.** **(1 point)** You must include your vital information on the front of the poster (ie, name, period and title of project). (**1 point)** 2. Write a quote from the person here. This quote should be memorable. (**3 points)**	3. Fill-in information about the poets profile and status. Include the birth date, and death date of poet. Also include the city, state or country where they were born**.** **(3 points)** 4. Insert unusual picture with caption to illustrate your poem. (**2 points)** 5. Include information about accomplishments of this person. These should be significant accomplishments. (Did they receive a Pulitzer prize, Poet Laureate or other accomplishments?) (**5 points)**
6. List five of the poet's most popular poems**.** **(5 points)** 7. Choose one of the poems that you indicated in #6 you have read from this poet. ~Poem must be a MINIMUM OF 10 lines or more**. (15 points)** 8. Paraphrase the poem into your own words. (word by word, line by line) **(25 points)**	9. Identify the figurative language in the poetry – Is the poem a free verse, lyric, haiku, narrative, ballad. The first line is for "simile and metaphor", the second line is for "alliteration and personification, the third line is for onomatopoeia" and allusion" and the forth line is for idiom and hyperboles" identified in the poem. (Identify them somewhere in your work). **(10 points)**
10. What is the tone or mood of this poem. Who is the speaker? Does the poet use an active or passive voice? Does the poem rhyme? What is the most memorable line of the poem? **(5 points)**	11. Interview the poet – Create 5 interview questions you would like to ask the poet and answer them as if you are the author/poet using factual information you learned from reading their biography. **(5 points)**
12. **Presentation** – student will present their famous poet by telling a little bit about the poet, identifying the figurative language in the poem and reciting an d paraphrasing the poem that they have selected. (10 points) Grade: _____	13. **Posters Boards**- will be graded based on overall effort, neatness, creativity and originality which includes graphics and print rich details. **(10 points)** Grade: _____

Teacher Comments

Photos


facebook
500
Sample
"Black Girl, look what you've become today!"

1.
Meet the poet:
Alfred Lord Tennyson
2.
3.
4.
The picture is a social climate of a romantic challenge.
5.
One of his accomplishments was winning the chancellor's gold medal in 1828.
6.
1) Ulysses
2) Crossing the bar
3) A farewell
4) Tears, idle, tears
5) Break, break, break
7.
8.
9.
10.
The mood of the poem is romantic, and the speaker is Alfred lord Tennyson, and he doesn's so active voice, the poem does not rhyme, and the most memorable line of the poem was I note and Ants oaggent tear after a savage race.
11.
1) What was the first poem you ever wrote? The first was poem she has brother.
2) With whom was your first friendship with in college? Arthur hallam.
3) Which college did you go to? Trinity college, Cambridge.
4) Who also wrote the poem two brothers with you? Florence, and Charles.
5) In what year did your father pass away? The year (1831)
2010/08/30 05

facebook

Shel

Silverstein

Shel silverstein
I quote how many slams in an old screen door?depends how loud you shut it. how Many slices in a bread ?depends how thin You cut it

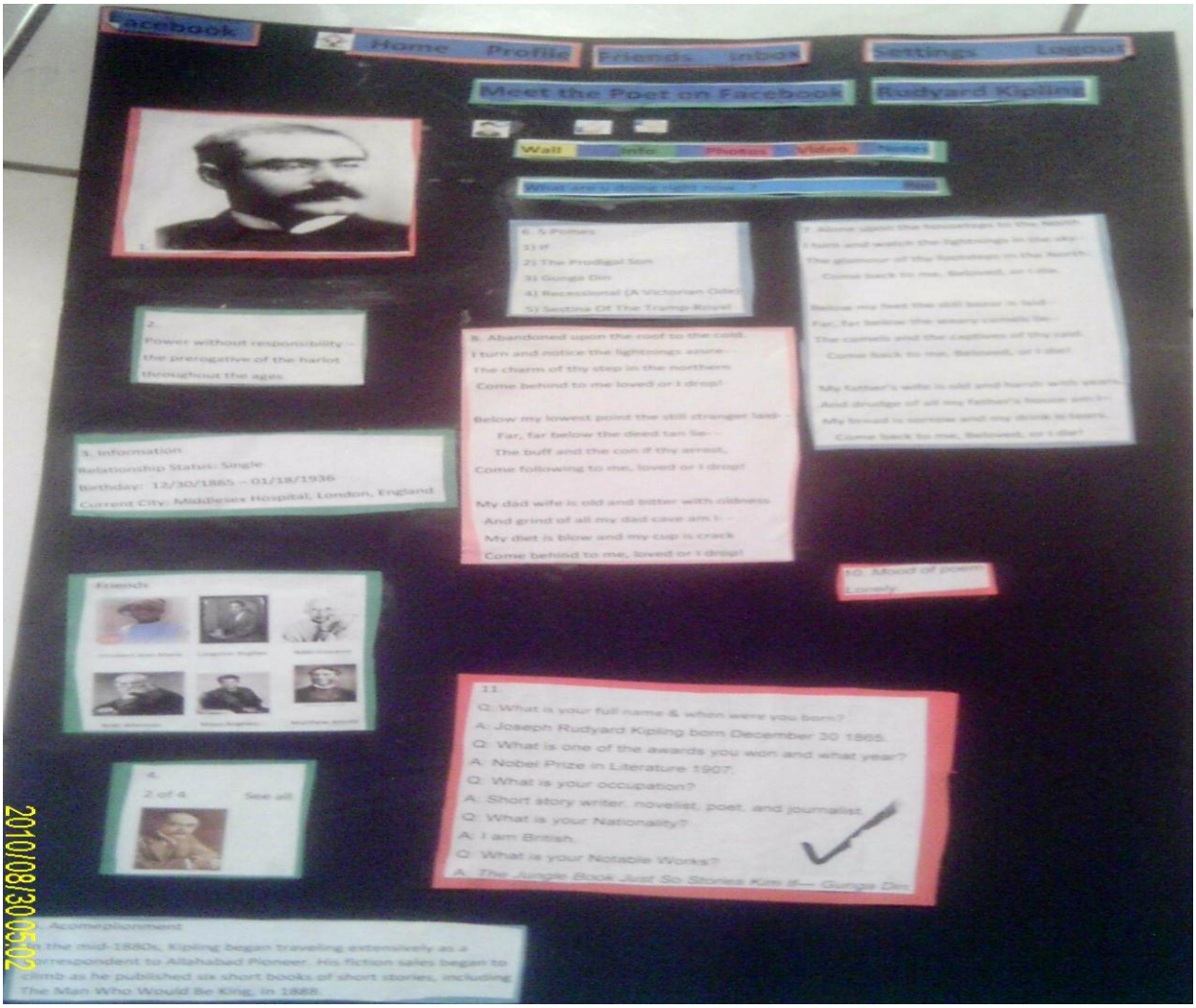
I relationship status single
Birthday September 25
Current city Chicago Illinois
Friends Langston Hughes,Joshua louissaint,Pablo n Martinez,jack n.nut a angelou

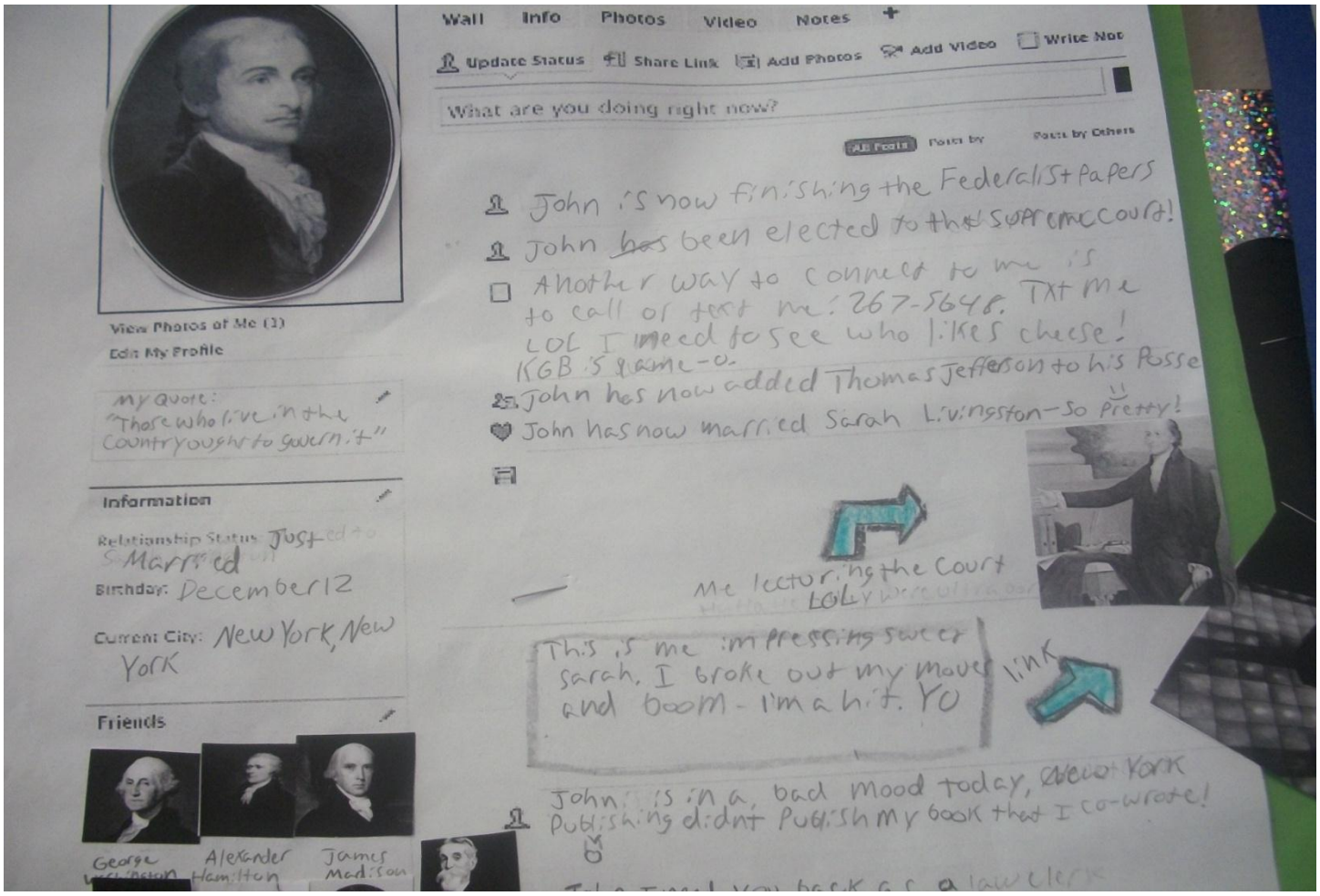
A picture of sam the toucan from Boonloogs

Accomplishments one of silverstein accomplishments in life is a book called a boy named sue won a grammy in 1970
He also won a oscar a golden globe award and
He is also a song writer

A poems writer by poet sam, the toucan, weird and awesome gods wheel.

Joshua Louissaint Per-3


Facebook
Home
Profile
Friends
Inbox
Settings
Logout
Meet the Poet on Facebook
Rudyard Kipling
Wall
Info
Photos
Video
Notes
Post
6. 5 Poems
1) If
2) The Prodigal Son
3) Gunga Din
4) Recessional (A Victorian Ode)
5) Sestina Of The Tramp-Royal
2.
Power without responsibility –
the prerogative of the harlot
throughout the ages
8. Abandoned upon the roof to the cold
I turn and notice the lightnings azure—
The charm of thy step in the northern
Come behind to me loved or I drop!
Below my lowest point the still stranger land—
Far, far below the deed tan lie—
The buff and the con if thy arrest,
Come following to me, loved or I drop!
My dad wife is old and bitter with oldness
And grind of all my dad cave am I—
My diet is blow and my cup is crack
Come behind to me, loved or I drop!
3. Information
Relationship Status: Single
Birthday: 12/30/1865 – 01/18/1936
Current City: Middlesex Hospital, London, England
10. Mood of poem
Lonely
Friends
4.
2 of 4
See all
11.
Q: What is your full name & when were you born?
A: Joseph Rudyard Kipling born December 30 1865.
Q: What is one of the awards you won and what year?
A: Nobel Prize in Literature 1907.
Q: What is your occupation?
A: Short story writer, novelist, poet, and journalist.
Q: What is your Nationality?
A: I am British.
Q: What is your Notable Works?
A: The Jungle Book Just So Stories Kim If— Gunga Din
Accomplishment
In the mid-1880s, Kipling began traveling extensively as a
correspondent to Allahabad Pioneer. His fiction sales began to
climb as he published six short books of short stories, including
The Man Who Would Be King, in 1888.
2010/08/30 05:02


Wall
Info
Photos
Video
Notes
Update Status
Share Link
Add Photos
Add Video
Write Not
What are you doing right now?
All Posts
Posts by
Posts by Others
John is now finishing the Federalist Papers
John has been elected to the supreme court!
Another way to connect to me is to call or text me: 267-5648. TXT me LOL I need to see who likes cheese! KGB is same-o.
John has now added Thomas Jefferson to his Posse
John has now married Sarah Livingston-So Pretty!
Me lecturing the Court LOL
This is me impressing sweet sarah. I broke out my moves and boom - I'm a hit. YO
link
John is in a bad mood today, because York Publishing didnt Publish my book that I co-wrote!
View Photos of Me (3)
Edit My Profile
my Quote: "Those who live in the country ought to govern it"
Information
Relationship Status: Just married
Birthday: December 12
Current City: New York, New York
Friends
George Washington
Alexander Hamilton
James Madison