

Community-Word Project – Lesson Plan 2015-16



School/Grade: PS 132, 3rd

CTs: Ms. Melendez (3rd)

Date: 02/25/2016

Teaching Artists: Janet Onyenucheya, Basha Alperin

Lesson #: 12

Theme of Lesson: Personification with our words and bodies

Restating of Guiding Question: What elements do we need to fuel our creative fires in order to tell our stories as individuals and as a collective community? How can we use poetry and theater and our inherent need for storytelling, to celebrate our students' individual heritages, cultures and experiences, while also creating a space to build and foster empathy for others?

Opening Ritual

Objective: To initiate each class by coming together as a community. To energize and/or calm the students so they are focused and open to the work ahead of them.

Activity Name: *Creative Movement Warm-up*

Brief Description: TA will lead the students in the following brief movement exercise. "Hands up, touch the sky. Hands down, touch the ground. Spread your hands wide, move side to side to side. Open your heart, open your ears, open your eyes, have a seat."

Intro Activity

Objective: TAs will introduce the idea of personification.

Activity Name: *Personification using "April Rain Song" by Langston Hughes*

Brief Description: TAs will state that we will be doing a lesson on personification. TAs will ask if by a raised hand anyone remembers what that means, and then inform them not to say the definition just yet, but to keep in mind/look for examples as we read the poem. TAs will read the poem and follow it with questions in order to introduce personification. Students will be asked to identify examples of personification in the poem.

Main Exercise

Objective: Students will demonstrate their understanding of personification by working in small groups to create a tableaux and gesture inspired by a short phrase.

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Activity Name: *Use tableaux and gesture to embody personification*

Brief Description: TAs will ask 4-5 student volunteers (one from each table) to pick one noun and one verb from an envelope (listed below). Each table will end up with a short phrase and related theme containing personification inspired by the poem. Students will have a few minutes to work in small groups to create a moving tableaux based on the abovementioned phrase. TAs will lead students in the sharing of group tableaux and movement pieces.

List of Nouns:

The Wind

The Rain

The Ocean

The Sun

The Moon

List of Verbs:

Ran like a sprinter

Shouted out loud

Smiled with glee

Jumped with Joy

Hugged me with arms wide open

Closing Ritual

Objective: Closing the lesson on a positive and empowering note

Activity Name: *I Have a Voice*

Brief Description: Students will follow the call and response chant: I have a voice; my voice is powerful; my voice can change the world. Students will be given simple movements to accompany this chant.

Multiple Intelligences Addressed:

Multiple Intelligences

Linguistic; Bodily-kinesthetic; Interpersonal;

Classroom Teacher Role: Participate in opening and closing rituals. Hand out poems. Assist students when they work in small groups.

Creative Elements (skill and theme; i.e. ensemble and love)

Skill(s): Story, Literary Devices, Collaboration, Tableaux, Gesture, Figurative Language

Theme(s): Community, Storytelling, Theater

Artists/ Authors/ Works of Art (to be presented as models for skills/themes identified above):

Langston Hughes – *April Rain Song*

Reflective Anecdotes/Student Development: (optional) n/a

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Outcomes

Highlight each outcome that applies to this lesson. Provide one indication of how you are addressing each outcome.

Leaders, Emotionally Intelligent/Expressive, Literate, Critical Thinkers, Citizenship, Culturally Aware, Creative Thinkers/Imaginative

Indications:

Leaders: Students volunteers will each read one line of the poem.

Critical Thinkers: Students will define personification and understand and how it is used to create imagery in classic poetry

Citizenship: Students will work in small groups to devise a moving tableaux inspired by their understanding of figurative language and personification.

Creative Thinkers/Imaginative: Students will create a moving tableaux based on a short phrase containing personification.

Literate: Students will construct a short phrase containing personification.

Common Core Anchor Standards

Reading	R.CCR.
Writing	W.CCR.
Speaking & Listening	SL.CCR.
Language	L.CCR.

R.CCR.2
SL.CCR.1
L.CCR.1
L.CCR.3
L.CCR.5

April Rain Song

Let the rain kiss you
Let the rain beat upon your head with silver liquid drops
Let the rain sing you a lullaby
The rain makes still pools on the sidewalk
The rain makes running pools in the gutter
The rain plays a little sleep song on our roof at night
And I love the rain.

Langston Hughes



Langston Hughes (February 1, 1902 – May 22, 1967) was one of America's greatest poets. He was a prolific writer in many genres and also a social activist. He wrote more than 60 books, including poems, novels, short stories, plays, children's poetry, musicals, operas, and autobiographies. His poetry and fiction portrayed the lives of the working-class blacks in America, lives he portrayed as full of struggle, joy, laughter, and music. He is considered one of the leaders in the Harlem Renaissance Movement of the 1920's.

Langston Hughes was born in Joplin, Missouri and lived in many different states growing up. He attended Columbia University for one year and later got his BA from Lincoln College. Throughout his life, Langston received numerous awards and titles. In grammar school he was elected class poet. In high school in Cleveland, Ohio, he wrote for the school newspaper, edited the yearbook, and began to write his first short stories, poetry, and dramatic plays. In February 2002 (which would have been his 100th birthday), the U.S. Postal Service, issued a commemorative stamp honoring Langston Hughes. The *Schomburg Center for Black History and Culture* in Harlem has named their new auditorium after him..

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