

# BLACK OUT POETRY

## Creative Destruction

### Direct Lesson Plan

**Objective:** TLW be able to choose words out of a newspaper article in order to create a poem.

**Behavior Management Procedures:** It is assumed that the students will listen when I am speaking and when their peers are speaking. I expect them to raise their hands when they wish to contribute to the conversation. This class tends to be chatty so I need to remain firm with my classroom management expectations

**Anticipatory Set:** (2 minutes) I will give each student a word search. They will have between 2 and 3 minutes to find as many words as possible.

### **Transition In:**

**Modeling:** (10 minutes) I will show pictures of black out poetry and pass around the Austin Kelon books for them to flip through. This should spark an interest in this kind of poetry

Let's start out by using the Newspaper! There is a fresh newspaper every day and a large variety of types of articles.

**Loosen Up:** When you are starting out with black out poetry do not read the article as you normally would. Look at the words as raw material. See the words as tools to be manipulated. You may toggle between two articles or remain within one. Your creation does not have to relate to the original article in anyway. You should take the authors words and twist them in to your very own creation. You are making fiction out of nonfiction.

“I like to think of blackout poems like those old ‘Word Find’ and ‘Word Search’ puzzles we used to do in elementary school – a field of letters with hidden messages to find,” Kleon writes.

**Set a time limit:** Do not linger over one article for too long. If an article does not spark inspiration MOVE ON!

So let's say I want to start picking words out to begin my poem. BUT the majority of these words I do not want. **START WITH PENCIL.** We want to start this process with pencil because you might change your mind about some of these words. Do not use a permanent marker until you are confident that you have your poem is a finished product. Then begin to isolate your poem with a black permanent marker. You may simply black the print out or feel free to get a bit creative! Poetry is art put in to words!

**Guided Practice:** (15 Minutes) The students will use “Reader Magazines” to practice this kind of poetry. They may consult with their group members on their poems.

**Check for Understanding:** I will walk around the room as the students begin to dive in to articles. I will ask comprehension questions to get a feel for their level of understanding. I will also be available for any questions that may need to ask.

I will give the students an opportunity to share their poem they have created during class time! This is on a volunteer basis only.

**Individual Practice:** Their night's homework assignment will be for the students to create another blackout poem using any newspaper or magazine they can find at home. This poem is to be created on their own.

**Closure:** The students will have another opportunity to share their poems that were done as homework. We will have a reflective conversation on this type of poetry and how it relates to typical kinds of poetry.

**Evaluation of Objective:** I will evaluate their understanding of this lesson by looking over their turned in poems. I will also evaluate the object by listening to their comments during the time of reflection. Did they enjoy this? Do they see that poetry is everywhere?

**Plans for Differentiation:** I can give more time to the students who might need it.

**Materials Needed:**

- black permanent markers
- newspapers
- Reader's Magazines
- word search
- Austin Kleon books