**English 405**

**I Hear M State Singing**

*Each singing what belongs to him or her and to none else*

*-Walt Whitman*

**Objectives:**

At the end of this lesson students will be able to:

* Define a list or catalogue poem
* Identify nouns in a poem
* Create a list poem

**Rationale:**

Through the poem, “I Hear America Singing” by Walt Whitman, students will have a chance to see the demographics of America in the 1860’s while learning about catalogues as a poetic form. Students will then use this insight to consider the people or groups that make up their school community.

**Questions:**

* What did America look like in the 1800’s?
* Are those the same groups that make up our community?
* Who makes up the population of M State University?

**Anticipatory Set:**

Students will listen to a recording of “I Hear America Singing” on YouTube (<http://www.youtube.com/watch?v=gA9Ye9xbqZ0>), and the class will read it again out loud.

**Today’s Activities:**

1. As a class, students will discuss structure of the poem.
2. One by one, students will name one of the groups Whitman lists in his poem until they are all mentioned.
3. Students will write down a couple ideas of groups of people that make up the school community on the planning sheet. They may use the computers to look at the school website if they choose.
4. In random groups assigned by candy color, students will use their planning sheet to complete the list poem Mad Libs.

**Materials Needed:**

* Projector
* Copies of “I Hear America Singing” by Walt Whitman
* Copies of planning sheets
* Student computers
* Copies of list poem handout
* Whiteboard and marker

**Closure:**

Volunteer students will read their poems to the class, and the class will note differences between poems. Were there a lot of differences between poems? Which groups were included in most of the poems? Were there still groups that were not mentioned? Which groups were excluded from “I Hear America Singing?”

**Assessment:**

* Planning sheet
* Group list poem. This would act as a formative assessment to measure if students understood from the lesson what a list poem is and how to create one. Since I will be collecting this poem, it could also be seen as summative, mainly measuring grammatical skills such as subject-verb agreement and noun-pronoun agreement.

**Differentiation:**

This lesson supports a differentiated classroom in many ways. Students will listen to a reading of the poem with the visual aid of the video for the first listening. For the second listening, students will listen to their classmates read the poem while they follow along with their own copies of the text. The planning sheet is a type of graphic organizer that would appeal to visual learners, while the list poem worksheet would favor verbal learners. Only students who volunteer will be asked to share with or read to the class as a whole, ensuring that no student feels pressured or uneasy. Students will have the opportunity to work in groups where they may feel more comfortable sharing their ideas.

**Standards:**

*(Reading for Literature standards are met with reading the poem)*

* [CCSS.ELA-Literacy.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [CCSS.ELA-Literacy.RL.9-10.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
* [CCSS.ELA-Literacy.RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* [CCSS.ELA-Literacy.RL.9-10.7](http://www.corestandards.org/ELA-Literacy/RL/9-10/7/) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
* [CCSS.ELA-Literacy.RL.9-10.9](http://www.corestandards.org/ELA-Literacy/RL/9-10/9/) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

*(Speaking and Listening standards are met with small group discussion.)*

* [CCSS.ELA-Literacy.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
* [CCSS.ELA-Literacy.SL.9-10.1a](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a/) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
* [CCSS.ELA-Literacy.SL.9-10.1b](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
* [CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
* [CCSS.ELA-Literacy.SL.9-10.1d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

*(Writing standard is met with writing list poem)*

* [CCSS.ELA-Literacy.W.9-10.3d](http://www.corestandards.org/ELA-Literacy/W/9-10/3/d/) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**Resources:**

Whitman, Walt. “I Hear America Singing.” *Poets.org.* Academy of American Poets, n.d. Web.

24 Feb. 2014.

Hamby, Patsy. “Walt Whitman as a Model Poet: I Hear My School Singing.”

*ReadWriteThink.org.* National Council of Teachers of English, n.d. Web. 24 Feb. 2014

This source inspired the main idea of my lesson plan although I had to change it. I also got the planning sheet and list poem handout from this source.

Planning Sheet: <http://www.readwritethink.org/files/resources/lesson_images/lesson989/Chart.pdf>

Model Poem: <http://www.readwritethink.org/files/resources/lesson_images/lesson989/ModelPoem.pdf>