

Name _____

Poetry Unit

Essential Questions

- What must individuals do and value in order to bring about a more humane, just, and compassionate society?
- Consider the role that writing can play in connecting teachings of the past to the present day, by creating conversation, and building community.
- How can we learn about ourselves and what matters by studying and writing poetry

The Seven Sacred Teachings



What are the seven sacred teachings?

They are virtues or qualities that many depend upon when we need to make difficult decisions. The Seven Sacred Teachings are sometimes called The Grandfather Teachings and there are many ways to explain them. This document provides only one explanation.

Read the following and decide which areas are most important to you.

Love – It is important to care for yourself and share kindness. Living the good life helps us to care for others and helps us feel cared for by others.

Truth – To know the other sacred teachings and practice them Truth is symbolic of law and principle.

Bravery – to have mental and moral strength to overcome fears that prevent us from a good life. Share courage not aggression. Face everything with integrity. Doing the right thing even when it may not be popular

Respect – value others and the earth for the goodness they share and accept that each of us experience and understand life differently.

Humility – be good to all living things because each is unique. Each of us carry special gifts that will help us live good lives. Each of us can learn from our mistakes. Each of us can feel good about ourselves without hurting others or being arrogant.

Honesty – Not to be confused with truth. Being honest with your self allows you to be honest with others. The highest honour that be bestowed upon an individual is saying they were honest. They can be trusted. Never try to be someone else; live true to yourself and accept who you are.

Wisdom –Cherish knowledge and accept the responsibility of using the gifts you have to their fullest.

Which area(s) is/are most important to you? Explain.

Assignment #1



1. Read Shane Koyczan's Poem To This Day
2. As you read underline or highlight the words or phrases that are:
 - ❖ the most meaningful
 - ❖ the most important
 - ❖ the most descriptive
 - ❖ the most powerful

By doing this, you are creating a List of Words, Phrases, and Quotations that you can use in your found poem.

3. Using these borrowed or found words and phrases make your own found poem – you may not use them all and you may need to find other words to get your meaning across.

Block out all of the other words that you have not used so the poem you have created from Shane Koyczane' poem really stands out. See the examples that have been included to give you ideas – there are a great deal on line if you google "found poems."

- ❖ ***You will notice I sent several copies so that you can have rough drafts.***

To This Day by Shane Koyczan

<https://www.youtube.com/watch?v=ltun92DfnPY> (watch the animated version on line – amazing art work and Shane reads the poem)

When I was a kid
I used to think that pork chops and karate chops
Were the same thing
I thought they were both pork chops
And because my grandmother thought it was cute
And because they were my favourite
She let me keep doing it

Not really a big deal

One day
Before I realized fat kids are not designed to climb trees
I fell out of a tree
And bruised the right side of my body

I didn't want to tell my grandmother about it
Because I was afraid I'd get in trouble
For playing somewhere that I shouldn't have been

A few days later the gym teacher noticed the bruise
And I got sent to the principal's office
From there I was sent to another small room
With a really nice lady
Who asked me all kinds of questions
About my life at home

I saw no reason to lie
As far as I was concerned
Life was pretty good
I told her "whenever I'm sad
My grandmother gives me karate chops"

This led to a full scale investigation
And I was removed from the house for three days
Until they finally decided to ask how I got the bruises

News of this silly little story quickly spread through the school
And I earned my first nickname

Pork chop

To this day
I hate pork chops

I'm not the only kid
Who grew up this way
Surrounded by people who used to say
That rhyme about sticks and stones
As if broken bones
Hurt more than the names we got called
And we got called them all
So we grew up believing no one
Would ever fall in love with us
That we'd be lonely forever
That we'd never meet someone
To make us feel like the sun
Was something they built for us
In their tool shed
So broken heart strings bled the blues
As we tried to empty ourselves
So we would feel nothing
Don't tell me that hurts less than a broken bone
That an ingrown life
Is something surgeons can cut away
That there's no way for it to metastasize

It does

She was eight years old
Our first day of grade three
When she got called ugly
We both got moved to the back of the class
So we would stop get bombarded by spit balls
But the school halls were a battleground
Where we found ourselves outnumbered day after wretched day
We used to stay inside for recess
Because outside was worse
Outside we'd have to rehearse running away
Or learn to stay still like statues giving no clues that we were there
In grade five they taped a sign to the front of her desk
That read beware of dog

To this day

Despite a loving husband
She doesn't think she's beautiful
Because of a birthmark
That takes up a little less than half of her face
Kids used to say she looks like a wrong answer
That someone tried to erase
But couldn't quite get the job done
And they'll never understand
That she's raising two kids
Whose definition of beauty
Begins with the word mom
Because they see her heart
Before they see her skin
That she's only ever always been amazing

He
Was a broken branch
Grafted onto a different family tree
Adopted
But not because his parents opted for a different destiny
He was three when he became a mixed drink
Of one part left alone
And two parts tragedy
Started therapy in 8th grade
Had a personality made up of tests and pills
Lived like the uphill were mountains
And the downhill were cliffs
Four fifths suicidal
A tidal wave of anti depressants
And an adolescence of being called popper
One part because of the pills
And ninety nine parts because of the cruelty
He tried to kill himself in grade ten
When a kid who still had his mom and dad
Had the audacity to tell him "get over it" as if depression
Is something that can be remedied
By any of the contents found in a first aid kit

To this day
He is a stick on TNT lit from both ends
Could describe to you in detail the way the sky bends
In the moments before it's about to fall
And despite an army of friends
Who all call him an inspiration

He remains a conversation piece between people
Who can't understand
Sometimes becoming drug free
Has less to do with addiction
And more to do with sanity

We weren't the only kids who grew up this way
To this day
Kids are still being called names
The classics were
Hey stupid
Hey spaz
Seems like each school has an arsenal of names
Getting updated every year
And if a kid breaks in a school
And no one around chooses to hear
Do they make a sound?
Are they just the background noise
Of a soundtrack stuck on repeat
When people say things like
Kids can be cruel?
Every school was a big top circus tent
And the pecking order went
From acrobats to lion tamers
From clowns to carnies
All of these were miles ahead of who we were
We were freaks
Lobster claw boys and bearded ladies
Oddities
Juggling depression and loneliness playing solitaire spin the bottle
Trying to kiss the wounded parts of ourselves and heal
But at night
While the others slept
We kept walking the tightrope
It was practice
And yeah
Some of us fell

But I want to tell them
That all of this
Is just debris
Leftover when we finally decide to smash all the things we thought
We used to be
And if you can't see anything beautiful about yourself
Get a better mirror
Look a little closer

Stare a little longer
Because there's something inside you
That made you keep trying
Despite everyone who told you to quit
You built a cast around your broken heart
And signed it yourself
You signed it
"they were wrong"
Because maybe you didn't belong to a group or a click
Maybe they decided to pick you last for basketball or everything
Maybe you used to bring bruises and broken teeth
To show and tell but never told
Because how can you hold your ground
If everyone around you wants to bury you beneath it
You have to believe that they were wrong

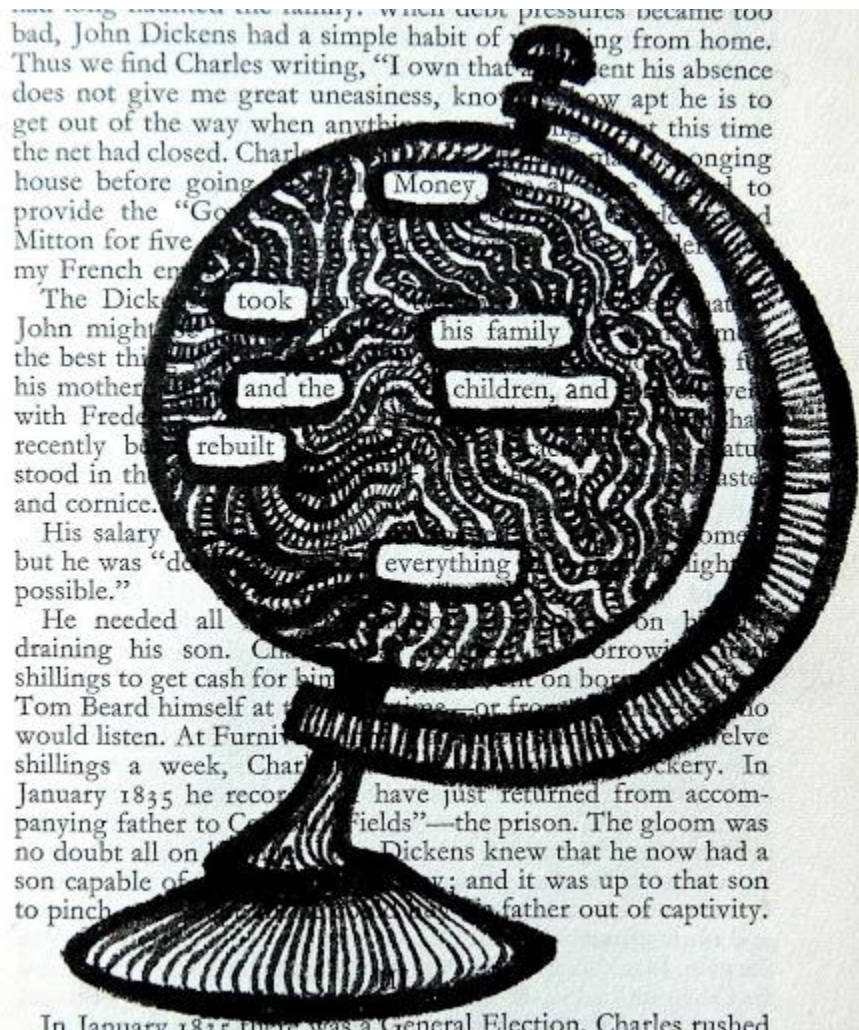
They have to be wrong

Why else would we still be here?
We grew up learning to cheer on the underdog
Because we see ourselves in them
We stem from a root planted in the belief
That we are not what we were called we are not abandoned cars stalled out and sitting empty on
a highway
And if in some way we are
Don't worry
We only got out to walk and get gas
We are graduating members from the class of
We made it
Not the faded echoes of voices crying out
Names will never hurt me

Of course
They did

But our lives will only ever always
Continue to be
A balancing act
That has less to do with pain
And more to do with beauty

Examples of Found Poems



this dog and this lonely man. For after all they were

Whoever you may be," said the man he had stepped on, "I am angry, for you have offended me, and not only your foot. After that, am I a dog?" And at that the seated man got up and held his bare arm out of the swamp. For at first he had been lying stretched out on the ground, concealed and unrecognizable as one lying in wait for some animal.

"But what are you?" cried Zarathustra, startled, for he saw that much blood was flowing down the bare arm. "What has happened to you? Did a mad animal bite you?" he wrote.

The bleeding man laughed, still sitting on the ground. "What is that to you?" he said, and waved his arm. "Here I am at home and in my realm. Let whoever wants to, ask me; but I certainly won't answer anybody."

"You are wrong," said Zarathustra, full of pity, and he held him back. "You are wrong. This is not your realm but mine, and here all will come to grief. Call me whatever you like, I am Zarathustra. I must be. I call myself Zarathustra. Well! I have run the path to Zarathustra's realm. Do you not want to look at your wound in my place? Things have gone one badly for you, life, you poor wretch; first the beast bit you and then a man stepped on you."

When the man who had been stepped on heard Zarathustra's name, he was changed completely. "What is happening to me?" he cried out. "Who else matters to me any more in this life but Zarathustra, and that one beast which lives on blood? For the leech's sake I lay down like a fisherman, and my arm was cut off like a ready

Elizabeth, having rather expected to affront him, was amazed at his gallantry; but there was a mixture of sweetness and modesty in his address, which made it difficult for her to be angry. She had never been so bewitched by any man before. It was not that he loved her, that were it so, she could not be in some danger of loving him.

danger

anxiety

Darcy

desire

and if you can compass it,

felicity

Oh! yes.—

the portraits of your uncle and aunt Philips be placed in the gallery at Pemberley. Put them next to your great uncle's. They are in the same profession, you know, only in different lines. As for your Elizabeth's picture, you must not attempt to have it taken, for what painter could do justice to those beautiful eyes?"

"It would be easy, indeed, to catch their expression, but their colour, and the eye-lashes, so remarkably fine,

Elizabeth herself

did not know

Cutout Sample



<http://kennedym.files.wordpress.com/2009/03/found-poem.jpg>

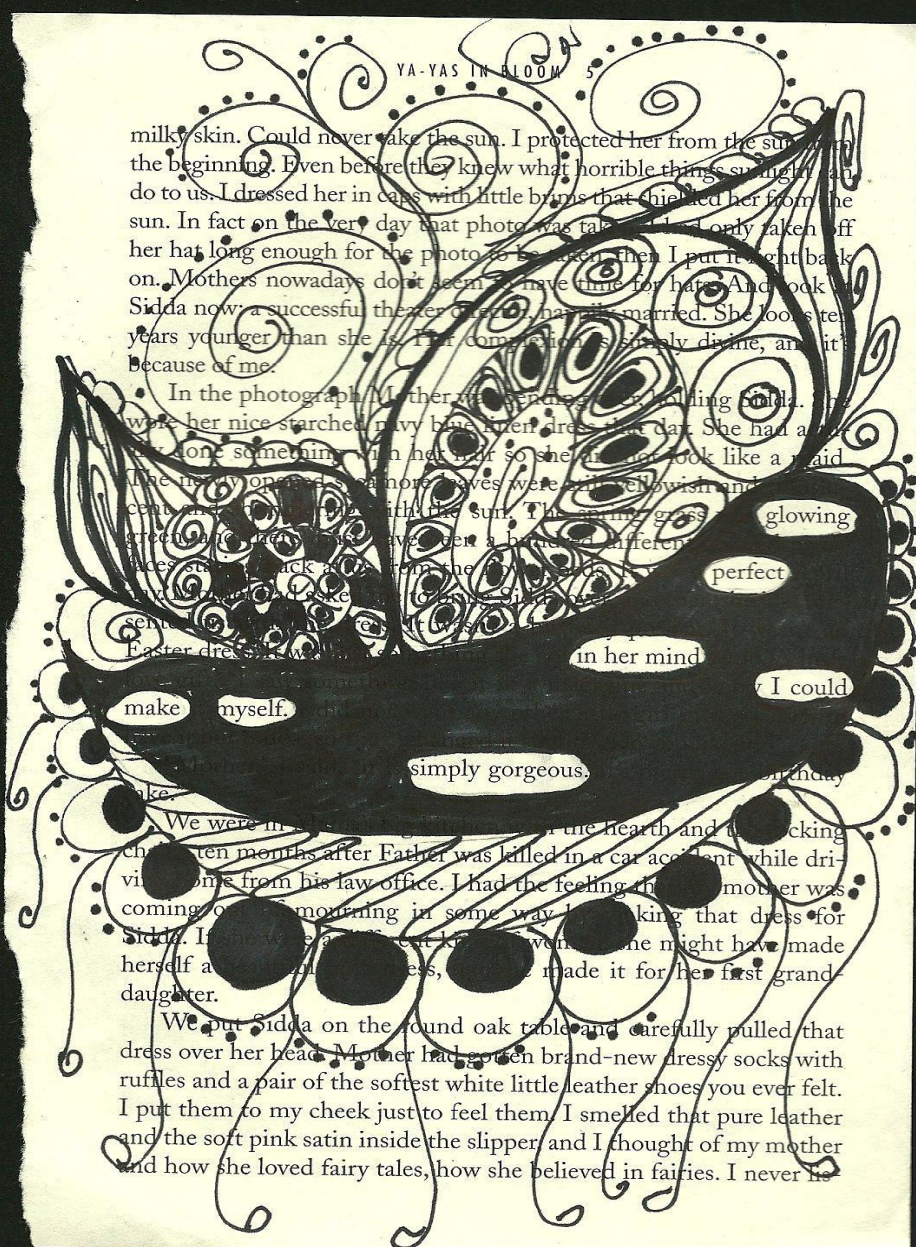
milky skin. Could never take the sun. I protected her from the sun from the beginning. Even before they knew what horrible things sunlight can do to us. I dressed her in caps with little brims that shielded her from the sun. In fact on the very day that photo was taken I had only taken off her hat long enough for the photo to be taken then I put it right back on. Mothers nowadays don't seem to have time for hats. And look at Sidda now a successful theater director, happily married. She looks ten years younger than she is. Her complexion is simply divine, and it's because of me.

In the photograph Mother was wearing a dress, calling Sidda. I wore her nice starched navy blue linen dress that day. She had a hat on something with a hat so she didn't look like a maid. The only ones in the room were my mother and I. The sun was shining brightly with the sun. The sun was glowing perfect in her mind. I could

make myself simply gorgeous.

We were in the kitchen for the hearth and the clocking the ten months after Father was killed in a car accident while driving home from his law office. I had the feeling that Mother was coming on the mourning in some way looking that dress for Sidda. It had the same cut-knit as when she might have made herself a dress, she made it for her first grand daughter.

We put Sidda on the round oak table and carefully pulled that dress over her head. Mother had gotten brand-new dressy socks with ruffles and a pair of the softest white little leather shoes you ever felt. I put them to my cheek just to feel them. I smelled that pure leather and the soft pink satin inside the slipper and I thought of my mother and how she loved fairy tales, how she believed in fairies. I never



If you love literature – try this and use this:

From To This Day, Find the following in the list below. You can simply underline or highlight them.

- Stanza 1: Metaphor
- Stanza 2: Repetition
- Stanza 3: Anaphora
- Stanza 4: Cause & Effect
- Stanza 5: Listing
- Stanza 6: Metaphor
- Stanza 7: Alliteration
- Stanza 8: Powerful Diction
- Stanza 9: One-Word Sentence
- Stanza 10: Visual Imagery
- Stanza 11: Personification

Found Poem Grading Rubric

	4/4 Exemplary
Meaning	<ul style="list-style-type: none">• focused on an understood directed idea;• some subtlety
Style	<ul style="list-style-type: none">• educated use of literary devices and imagery
Form	<ul style="list-style-type: none">• title deepens meaning• sense of direction, building to a conclusion

Visual Design	<ul style="list-style-type: none">• Visual has clear purpose• Strong visuals adds to poem
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Assignment 2

Connecting to the Seven Sacred Teachings

Paragraph Writing

Which of the Sacred Teaching does your poem most connect with?

Why do you think this? Give examples from your poem that supports your thoughts. Use the Framework below to guide you.

Introduction

Hook (a sentence that gets your reader’s attention)

Thesis Statement (states your topic and your opinion –“ I think my poem represents the sacred teaching of _____.”

Main point number 1 - Fact or reason why you think your thesis statement is true

Example from your poem that shows this is true. Analysis (what you think about that part of your poem and how it connects to the sacred teaching.

Main point number 2 - Fact or reason why you think your thesis statement is true

Example from your poem that shows this is true. Analysis (what you think about that part of your poem and how it connects to the sacred teaching.

Main point number 3 - Fact or reason why you think your thesis statement is true

Example from your poem that shows this is true. Analysis (what you think about that part of your poem and how it connects to the sacred teaching.

Conclusion (a final statement and the strongest statement about your paragraph. It is significant because it can point to what is known as a universal truth and can be quite philosophical. Some people like asking a question in this part.

If you can, write this out as a paragraph. You can definitely use the above as your rough draft

Evaluation Rubric for Paragraph – pay attention to the Exceeds Expectations column

response is usually expected to be checked for errors but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<i>Snapshot</i>	<i>The writing addresses the topic but is seriously flawed by problems in logic, style, and mechanics. May be very short.</i>	<i>The writing presents relevant ideas about the topic but does not develop the topic to any extent. Often vague; parts may be flawed by errors.</i>	<i>The writing is clear and logical, with some analysis and development of a central idea. Provides sufficient material to meet requirements.</i>	<i>The writing is clear, analytic, and shows some insight. It features some engaging ideas or language.</i>
MEANING • ideas and information • use of detail • generalizations or connections	<ul style="list-style-type: none"> • presents some ideas; may be illogical or inappropriate • inaccurate, illogical, or insufficient details • connections may be omitted or confusing 	<ul style="list-style-type: none"> • presents a series of related ideas • generally accurate details, examples, and explanations; may not link to central idea • some difficulty making connections beyond the immediate and concrete 	<ul style="list-style-type: none"> • sense of purpose; tries to deal with complexities • relevant and accurate details, examples, and explanations; includes some analysis • makes connections or generalizations beyond the immediate topic 	<ul style="list-style-type: none"> • purposeful, with some individuality, insight; deals with complexities • some engaging details, examples, explanations; includes analysis, reflection, speculation • puts topic in a broader context; logical generalizations, connections
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • no sense of fluency or flow; sentences are often short and choppy or long and awkward • limited, simple language 	<ul style="list-style-type: none"> • some sentence variety; uses complex sentences • conversational language; generally appropriate 	<ul style="list-style-type: none"> • uses a variety of sentence types and lengths • language is clear, appropriate, and varied 	<ul style="list-style-type: none"> • flows smoothly; uses a variety of sentence types and lengths effectively • varied and effective language
FORM • beginning, middle, end • organization and sequence • transitions	<ul style="list-style-type: none"> • often begins with introduction, assuming that the reader knows the topic and context • ending is ineffective • lapses in sequence • may shift abruptly from one idea to another 	<ul style="list-style-type: none"> • beginning introduces the topic • ending is often weak, formulaic • related ideas are together; may be listed rather than developed • simple transitions; sometimes ineffective 	<ul style="list-style-type: none"> • introduces topics and purpose • explicit conclusion (often formulaic) • logical sequence; related ideas are together • transitions connect ideas clearly 	<ul style="list-style-type: none"> • establishes purpose and context in clear and often interesting introduction • logical conclusion • smooth and logical sequence; explicit paragraphing • variety of natural and smooth transitions
CONVENTIONS • complete sentences • spelling • punctuation • grammar	<ul style="list-style-type: none"> • frequent errors in simple words and structures often interfere with meaning 	<ul style="list-style-type: none"> • errors in basic words and structures are noticeable but do not obscure meaning 	<ul style="list-style-type: none"> • errors in more complex language are sometimes noticeable, but meaning is clear 	<ul style="list-style-type: none"> • may include occasional errors where the writer is taking risks with complex language; these do not interfere with meaning