

Name: **

Date: **

Unit 4 ~ Writer's Notebook

Student Instructions:

Complete the following learning guide as you work through the related lessons. You are required to **have this unit completed BEFORE you go on to the next unit**. Do your best. Ask your home facilitator for help as needed and contact your teacher if you have further questions. See below for the Learning Guide marking rubric.

Home Facilitator Instructions:

As soon as the student has completed a worksheet or two, please go over the responses together. Talk about sections where the student excelled and sections where the student had any difficulty. Encourage proper capitalization, usage, punctuation, and support the student with spelling. Students learn more if they can get feedback as they progress through the course.

Completion and effort	Incomplete / Not submitted 0 points	Overall, a minimal effort was made to complete the tasks and/or it appears the selections were not all read or viewed. 1 points	While there is evidence of effort, one or more of the following is noted more than once or twice: 1. More detail is needed. 2. Readings and/or tasks were not understood. 3. Directions were not followed properly. 2 points	Most or all of the work is completed and accurate, and shows evidence of analysis and thought. 3 points	Work shows evidence of careful analysis and thought. 4 points
CUPS (Capitals, usage, punctuation, spelling)	Any of the following: No effort to check over for capitals, usage, punctuation, spelling. Messy work. 0 points	A few errors or parts that are difficult to read; mostly do not distract from meaning. Almost always uses complete sentences where expected. 1 points		Consistent effort in neatness. Very few errors; do not distract from meaning. Complete sentence responses where expected. 2 points	

1. Can Poetry (Music) Change the World?

Tears Are Not Enough

1. What is the theme of the song? To find the theme, think:

A) What is the topic? The topic is:

*

B) What is the theme (underlying message about the topic)?

*

2. A) What is the mood of the song? (Describe the mood (or moods) in one sentence.)

*

B) Why do you think this is the mood? (Cite evidence from the song.)

*

[Return to the online lesson book.](#)

Young Artists for Haiti – Wavin' Flag

3. What is the theme of the song? (Remember, this is the critical message the author is trying to get you to understand.)

*

4. What is the mood of the song? (Describe the mood in one or two sentences.) Why do you think this is the mood?

*

[Return to the online lesson book.](#)

Love Song to the Earth

5. What is the theme of the song?

*

6. Three metaphors in the song are:

a) *

b) *

c) *

Return to the online lesson book.

Critical Thinking Essay - Body Paragraph One

Topic sentence:

*

Supporting Detail and Elaboration – Tears Are Not Enough:

*

Supporting Detail and Elaboration – Wavin’ Flag:

*

Supporting Detail and Elaboration – Love Song for the Earth:

*

Concluding sentence: A clincher sentence that restates the topic sentence in a powerful new way.

*

2. I Lost My Talk

Rita Joe and Residential Schools

Read the poem again and annotate it by writing a sentence beside each stanza that explains what you think Rita Joe is trying to say about what happened to First Nations peoples. How does the message change in the last stanza?

"I Lost My Talk" by Rita Joe

I lost my talk
The talk you took away. When I was a little girl At Shubenacadie school.

You snatched it away: I speak like you
I think like you
I create like you

The scrambled ballad, about my word.

Two ways I talk
Both ways I say,
Your way is more powerful.

So gently I offer my hand and ask,

Let me find my talk.

Return to your online lesson book.

Critical Thinking Essay - Body Paragraph Two

Topic sentence: Start with a topic sentence that indicates that poetry and lyrics have helped change the world for some First Nations people.

*

Supporting Details and Elaboration: Rita Joe earned Order of Canada award. Explain what that is and why her poetry was thought to have earned it.

*

Supporting Details and Elaborations: Mention the Rita Joe National Song project and how has writing songs with lyrics may have helped the young people in the First Nations communities that made songs.

*

Concluding sentence: A clincher sentence the restates the topic sentence in a powerful new way.

*

3. Spoken Word

Example One:

Summarize the theme of “Can We Auto Correct Humanity?”:

*

Example Two:

Summarize the theme of “Tourette’s”:

*

Critical Thinking Essay - Body Paragraph Three

Topic sentence:

Start with a topic sentence that tells the audience the paragraph is about how spoken word poetry can change the way people think about the world and people in it.

*

Supporting details and elaborations:

What were the themes of the poems (Tourette's, Can We Autocorrect Humanity) and how might they change the way people think about the world and people in it?

*

How do you think the popularity of spoken word poetry has helped spread important messages about the world?

*

Concluding sentence: A clincher sentence the restates the topic sentence in a powerful new way.

*

4. Reading, Writing, and Presenting Spoken Word Poems

Reading Spoken Word:

1. What went well?

*

2. What could you improve on?

*

[Return to the online lesson.](#)

Writing Your Own Spoken Word Poem:

Read the suggestions in the online lesson book. Then, choose your topic.

Topic:

*

Theme: Write down a few sentences that describe the theme. What “lesson” or important “message” do you want to share with the readers? What is your purpose?

*

Brainstorm: Brainstorm ideas or phrases (powerful statements, clever rhymes, similes, metaphors, alliterations) that you could include in your poem. If you are short on ideas, look at images related to your topic and get ideas from them.

*



Write your poem.

*

Revising

Paste draft from step two here and then make revisions and edits outlined below.

*

Highlight or underline each item on the list below that you use to improve your poem.

I improved my use of imagery to create a more powerful word picture:

- I added specific details.
- I revised or expanded an idea or phrase into a simile, metaphor, personification, or to include alliteration or onomatopoeia.

I revised to add or substitute stronger action verbs, creatively applied adverbs, more interesting nouns, or more tantalizing adjectives.

I “cut the fat”, like the video said!

- I removed or changed any words I've overused.
- I took out words or phrases that don't build my theme up or enhance my message.

Then, read your poem aloud again – and revise, again!!!

Editing

Patrol your writing for CUPS. (capitals, usage, punctuation, spelling). Highlight or underline each step as it is completed.

I checked if I capitalized and spelled all words correctly. (In poetry, you can be more creative with capitals, but you need to be consistent throughout your poem.)

I checked my usage (grammar, matching nouns, and verbs, consistent tense).

I checked my punctuation. Remember, in poetry, the punctuation doesn't need to be at the end of every line.

Evaluating

With your home facilitator, go through your revised and edited poem as you think and talk about the questions below:

- Does my spoken word poem have impact?
Does my spoken word poem show originality and have a strong “voice”?
- Do I develop some ideas or images in creative or unusual ways? (simile, metaphor, personification, alliteration, onomatopoeia, imagery)
- Do I have a clear theme? What is it?
Have I used correct capitals, usage (grammar), punctuation, and spelling?

Submit this Writer's Notebook to your instructor now using the drop box.

You are ready to continue in your Writer's Workshop to learn how to complete your five-paragraph essay!

You can continue to practice your Spoken Word Poem until you are ready to record and submit it.

You already have three of the paragraphs drafted.