

# LANGUAGE ARTS Blackout Poetry

I can explain the steps for creating a blackout poem.

I can analyze how diction (word choice) creates mood.

I can evaluate whether the mood of my Blackout Poetry connects to my identity.

	Skill	Mastery Objective	Entry Activity (during attendance)	Whole Group Intro /Model (I do)	Guided Practice (We do )	Independent Practice (You do)	Check for Understanding (formative assessment i.e. paper exit ticket go, formative, post it note,etc.)
<b>Lesson 1</b>	<b>Students will...</b> Create blackout poetry by selectively picking words from a page of prose; reflect on the mood created by their selections.	<b>Students will...</b> Learn blackout poems exist; identify how specific choice of diction creates mood; reflecting on the mood of poetry.	<b>Students...</b> Watch a video where a person creates a blackout poem ( <a href="#">link</a> ).	<b>Students...</b> Receive a unique page of a newspaper; create a blackout poem following the steps of the video. Teacher models as necessary, but mistakes at this stage are to be encouraged and embraced.	<b>Students....</b> Create a blackout poem from the newspaper pages; stick each poem to the whiteboard with a one word mood underneath. Students have access to a list of suggested moods to help them choose one that fits their poem ( <a href="#">link</a> ). Three student volunteers should read examples.	<b>Students...</b> Watch a video that talks a little bit about bringing mood out in blackout poetry ( <a href="#">link</a> ). Then, they receive the same page of prose "Give It Up" ( <a href="#">link</a> ) with four specific mood suggestions to create; students choose one of the four moods and begin creating a new blackout poem.	<b>Students....</b> Reflect on the mood created by the blackout poem; share their creations with peers;  ----- <b>Students will....</b> Know that next time their teacher will set up a more full gallery walk and take pictures and share digitally their blackout poems with the whole class ( <a href="#">link</a> ); give them the opportunity to assign a mood to blackout poems ( <a href="#">link</a> ).
<b>Plan to Differentiate</b>	<b>Struggling Learners....</b> Receive one of the prompts that has suggested steps (from the We Do Phase) during their independent work (during the "You Do" phase); Receive a list of common moods ( <a href="#">link</a> ) to help guide their decisions and facilitate their reflection on moods; Are encouraged to decorate and illustrate the blackout poems <b>after</b> they have finished selecting diction if that keeps them on pace <b>OR</b> are given strategic and intermittent doses of decoration and illustration <b>while</b> selecting diction if that is an appropriate incentive for them to continue.				<b>Accelerated Learners....</b> Are guided to reflect more deeply about individual diction choices they made during their blackout poems; Are encouraged to decorate and illustrate the blackout poems to further establish the mood.		

# LANGUAGE ARTS Blackout Poetry Part 2

I can explain the steps for creating a blackout poem.

I can analyze how diction (word choice) creates mood.

I can evaluate whether the mood of my Blackout Poetry connects to my identity.

	Skill	Mastery Objective	Entry Activity (during attendance)	Whole Group Intro /Model (I do)	Guided Practice (We do )	Independent Practice (You do)	Check for Understanding (formative assessment i.e. paper exit ticket go, formative, post it note,etc.)
<b>Lesson 2</b>	Students create blackout poetry by selectively picking words from a page of prose; reflect on the mood created by their selections.	Students learn blackout poems exist; identify how specific choice of diction creates mood; reflecting on the mood of poetry.	Students look at exemplars of blackout poetry ( <a href="#">link</a> ); identify the mood of each of the examples.	Students read excerpts from Kwame Alexander's <i>Booked</i> that features blackout poetry to show how blackout poetry can be collaborative and social ( <a href="#">link</a> ).	Students answer four questions about how the characters in the book expressed their feelings through their blackout poetry.	Students create a blackout poem from the pages of an actual book; teacher conferences with students as they create their poetry; students identify which mood their poems most expressed.	Students write a short reflection on the back of the poem describing which mood they have expressed.
<b>Plan to Differentiate</b>	<b>Struggling Learners....</b> Receive a list of common moods ( <a href="#">link</a> ) to help guide their decisions and facilitate their reflection on moods; Are encouraged to decorate and illustrate the blackout poems <b>after</b> they have finished selecting diction if that keeps them on pace <b>OR</b> are given strategic and intermittent doses of decoration and illustration <b>while</b> selecting diction if that is an appropriate incentive for them to continue.				<b>Accelerated Learners....</b> Are guided to reflect more deeply about individual diction choices they made during their blackout poems; Are encouraged to decorate and illustrate the blackout poems to further establish the mood.		