Annotated Bibliography 9th grade Poetry Jennifer Ghesquire

Johnson, W., Sottile, J., & Witting, C. (2006, September). What One Activity Would You Recommend to Teachers Who Are Nervous about Teaching Poetry?. *English Journal*, *96*(1), 23-24. Retrieved May 28, 2009, from Academic Search Complete database.

The article is a compilation of ideas from teachers on the topic of how to best teach poetry. The teacher suggest tried and true methods that they have used successfully in the classroom. The ideas range from how to introduce poetry, including effective attention getters, to culminating activities and how to connect poetry to other genres of literature. The methods are fun and they are not intimidating, thus teachers will be more inclined to read them and want to try them. (The title of the article also seems to have the same effect, which is why I chose it.)

Perry, T. (2006, September). Teaching Poetry from the Inside Out. *English Journal*, *96*(1), 110-113. Retrieved May 28, 2009, from Academic Search Complete database.

The article discusses using poetry that does not directly connect to students, for example a different culture or a different time period, in order to show students that poetry can connect to their lives in ways they did not necessarily expect. The key is for teachers to be able act as mediators between the poems and the students and to make sure the students get the optimum value possible from reading poetry. The authors of this article believe the skills students gain from studying poetry can be a portal to making connections elsewhere in academia and beyond. The article also suggests students write poetry before they read it in order to be less intimidated by published poetry.

Reading rockets: Launching young readers. (2009). Retrieved May 28, 2009, from http://www.readingrockets.org

The site, which is published by the Public Broadcasting Service, is a great resource for teachers of any subject. It has information about reading in any context. There are separate pages for teachers, students, and parents which facilitate its ease of use. The site features articles, podcasts, videos, webcasts, lesson plans, reading research, and an online store. I found the page that celebrated National Poetry Month particularly useful for my 9th grade Poetry unit. There are many resources there, including video interviews with poets.

Teacher tools: Services available to help make your work easier. (2008) Retrieved May 28, 2009, from <http://www.internet4classrooms.com/teachertools4.htm#assess>

The site is a resource for teachers and features links to sections including templates for creating awards, bulletin board materials, making books, game and puzzle makers, lesson plan templates, planning tools, worksheets, and assessment tools. I can use the site’s variety of resources to help teach the poetry unit I created. I could use the bookmaking activities to help the students with the final assessment project. I could use the bulletin board materials to help support information learned in class. I could also use assessment tools to create formative assessments.

Wormser B. & Cappella D. *Teaching the art of poetry – The moves*.

Mahwah, NJ: Lawrence Erlbaum Associates. 1999.

The co-authors are teachers and poets in their own rite and they present approaches to teaching poetry that are simplistic and traditional. The book begins with explaining the importance of foundational elements such as terminology and form and continues with pedagogical fundamentals and lesson plans. There many examples of poems in the book, which help to illustrate different lessons. They suggest ways in which student can glean contextual meanings and become interested in poetry.

Young, L. (2007, September). Portals into poetry: Using generative writing groups to facilitate student engagement with word art. *Journal of Adolescent & Adult Literacy*, *51*(1), 50-55. Retrieved May 28, 2009, from Academic Search Complete database.

The article presents four exercises meant to help student with poetry and to enable them to ward off misconceptions about poetry. The exercises are collaborative efforts and help to engage the students in learning and teaching. The article focuses on the four steps that makeup a “Poetry Generating Loop.” Each step is detailed and tables and figures are used to help explain the process. The steps include choosing a topic, writing about a family relationship, writing about myths, and incorporating a book’s title into a poem, for example the article presented a form shaped around Charles Dickens’s book *Great Expectations.* These are worthwhile tasks that are based in research and ones with which the author, who is a teacher at