

Young Audiences of Massachusetts Educational Materials Please forward to teachers

7/20/09

ABOUT THE PERFORMANCE David Zucker: Poetry in Motion Grade levels: 6-12

Poetry is lovely to read and challenging to write, but it cries out to be performed! David Zucker invites both teachers and students to join him in its re-awakening. In this lively and spirited journey into the world of poetry, students will hear poems that express a wide range of emotions and images. When students experience poetry in performances they become involved in both the dramatization and context of the poetry. David presents poems that make us laugh, cry, think, and wonder. His poems tell stories, stir memories, share feelings, and send messages. The presentation of a poem by memory is a self-esteem builder, and students see the process of memorization as a tool for effective dramatization of poetry.

LEARNING GOALS:

- 1. To develop an appreciation for poetry as a means of expression.
- 2. To empower students to perform poetry.
- 3. To increase understanding of the images, ideas, and feelings that poetry conveys.

PRE-ACTIVITY SUMMARY: Presenting Poems

Discuss the fact that poetry is a form of writing that can express a range of emotions. Read poems to the class with and without expression. Have students work with partners to practice reading poetry with expression. Ask students to write their own poetry using descriptive and emotional words and have students present their poetry in front of the class.

POST-ACTIVITY SUMMARY: Multicultural Poetry

There are many types of poetry that are popular in different cultures. Share examples of "multicultural" poetry (haiku, tanka, limerick, etc.) with your students and teach them the rules of each form. Have your students write and illustrate their own "multicultural" poems.

CURRICULUM LINKS:

Language Arts, Physical Education, Theater

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PRE-ACTIVITY: *PRESENTING POEMS*

LEARNING GOAL:	STEP 1:
To understand the emo-	Read a poem to the class without any expression.
	Read a poem to the class without any expression.
tional content of poetry.	
	STEP 2:
MATERIALS/PREPARATION:	Read the poem a second time with expression. Ask the
	class what the difference was in the two readings. Which
Your favorite poem	Ŭ
	version did they prefer? Which was more enjoyable to
TIME:	listen to?
1 hour	
1 110 01	STEP 3:
TIPS FOR THE TEACHER:	Write a short poem on the board. Have students work
* Make a list of descrip-	with partners to practice reciting the poem with expres-
tive words on the board.	sion.
ave words on the bourd.	
	Comp 4
	STEP 4:
	Discuss words in the poem that are particularly expressive
	and bring images to mind.
	STEP 5:
	Choose a subject (or a few) and have students write poetry
	about this subject. Suggest that students use some of the
	descriptive words on the board.
	STEP 6:
	Share poetry with class.

EXTENSIONS:

1) **Discuss** the process of memorization with students. What are some things that they already have memorized, such as song lyrics, sports statistics, etc.? Have volunteers recite anything that they have memorized.

2) **Describe** a scene to the class. As you speak, have the students draw a picture of what they imagine the scene to look like.



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POST-ACTIVITY: MULTICULTURAL POETRY

LEARNING GOAL: *To enhance poetry writing skills * To expose students to 4 different types of poetry

MATERIALS/PREPARATION: Your favorite poem

TIME: 1 hour

TIPS FOR THE TEACHER: * Haiku (Japanese) - 3 lines (5,7,5 syllables) * Tanka (Asian) - 5 lines

(5,7,5,7,7 syllables)

* **Cinquain** - 5 lines (noun, 2 adjectives, 3 verbs, 4 descriptive words, synonym for noun in line 1)

* **Diamante** (diamond-shaped) - 7 lines (noun, 2 adjectives, 3 verbs ending in -ing, 4 nouns, 3 verbs ending in -ing, 2 adjectives, synonym for noun in line 1)

Step 1:

Ask students what their favorite poem was from David's performance. Why did they like this poem? What

interested them?

Step 2:

Read your favorite poem to the class. Tell the class why this is your favorite poem.

Step 3:

Introduce the idea of different types of poetry. Discuss poetry from other countries (haiku, tanka, cinquain, diamante). Explain how each type is written.

Step 4:

Choose one of the types of poetry to write. Allow students sufficient time to complete the poem. Illustrate the poetry when it is complete. You might suggest that they illustrate the background of the paper first, then write the poem on top.

EXTENSIONS:

1) **Choose** one of the poems that David performed and have students dramatize it their own way.

2) Have students illustrate a poem written by somebody other than themselves.

3) **Ask** students to write their own poems and dramatize them for the class.



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Poems included in Poetry in Motion

Carrol, Lewis. *Jabberwocky* Cullen, Countee. Incident De Regniers, Beatrice Schenk. Keep a Poem in your Pocket Dickenson, Emily. I'm Nobody, Who are You Francis, Robert. *The Base Stealer* ***riddle poem, please don't use in advance*** Heide, Florence. Grounded Hughes, Langston. Poem Hughes, Langston. Little Lyric of Great Importance *riddle poem, please don't use in advance* Janosco, Beatrice. *The Garden Hose* Kuskin, Karla. Hughbert and the Glue Kinnell, Galway. Crying Littledale, Freya. When My Dog Died Malam, Charles. <u>Steam Shovel</u> *riddle poem, please don't use in advance* McCord, D. Everytime I Climb a Tree Milne, A. A. The Island Milne, A. A. The Market Square Milne, A. A. The King's Breakfast Milne, A. A. The Four Friends Mitchell, Adrian. A Speck Speaks Morrison, Lillian. *The Sidewalk Racer* ***riddle poem, please don't use in advance*** Nash, Ogden. The Adventures of Isabel Noves, Alfred. The Highway Man Prelutsky, Jack. <u>New Kid on the Block</u> *riddle poem, please don't use in advance* Rauter, Rose. *Peach* Riley, James Whitcomb. Little Orphan Annie Riley, J.W. The Raggedy Man Shakespeare, William. Speech "Alas Poor Yorick" from Hamlet Spilka, Arnold. Puzzle Thayer, Ernest Lawrence. Casey At the Bat Watson, Nancy Dingman. Up in the Pine Whitman, Ruth. Listening to Grownups Quarreling

Note: Poems in "Poetry in Motion" are pulled from this list, but not all poems are used.



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RESOURCES:

Berry, James R. <u>Everywhere Faces Everywhere: Poems</u>. New York: Simon & Schuster, 1997.

Ryan, Margaret. <u>How to Write a Poem (Speak Out, Write On! Book)</u>. Franklin Watts, Inc., 1996.

Shihab Nye, Naomi. <u>The Same Sky: A Collection of Poems from Around the World</u>. Aladdin Paperbacks, 1996.

ABOUT THE PERFORMER:

David Zucker is an actor, director, playwright, teacher, and mime. He has performed thousands of programs for hundreds of thousands of children with Young Audiences since 1977, and is a popular guest artist with 6 other YA chapters across the U.S.. In 1996 David was chosen from over 900 ensembles across the country and honored with Young Audience's National Artist of the Year award. Mr. Zucker is the author of two original plays and of the children's book, Uncle Carmello. In 1987 David won the "Best Director" award from Dramalogue magazine for his work on The Little Prince, which has been performed in Boston, San Francisco, Los Angeles, and on tour throughout the United States. David has taught T'ai Chi since 1973 and travels internationally conducting workshops. He holds a 6th degree black belt in the Zen martial art of Shim Gum Do, and has a M.F.A. degree in Acting from Brandeis University. For more information, please consult the web site www.poetry-in-motion.com.

ABOUT YOUNG AUDIENCES

Young Audiences of Massachusetts (YAMA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has been serving as a link between teaching artists and the region's school children, providing dance, storytelling, music and theater programs to children in schools, libraries and hospitals in the form of assembly performances, workshops and residencies. The organization's mission is to encourage lifelong engagement with the arts by making them an integral part of every child's education.

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

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Arts-Theatre 1	ActingStudents will develop acting skills to portray characters who interact in improvised and scripted scenes.
Arts-Theatre 5	Critical ResponseStudents will describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary.
Arts-Theatre 10	Interdisciplinary ConnectionsStudents will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.
Arts-Connections 6-10	Students will investigate the historical and cultural contexts of the arts, learn about the arts in their communities, and use their knowledge of the arts in the study of other disciplines.
English Language Arts 9	Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.
English Language Arts 10	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
English Language Arts 14	Students will identify, analyze, and apply knowledge of the structure, elements, and theme of poetry.
English Language Arts 15	Students will identify and analyze how an author's choice of words appeals to the senses, creates imagery, suggests mood and sets tone.