

Using Portuguese Tiles to Create Poetry: Colleen Herman

Grade: 8

Subject: English Language Arts

Topic: Poetry

Lesson Standard: ELA.8.R.1.4: Analyze structure, sound, imagery, and figurative language in poetry.

Goal: By the end of the lesson, students will have composed a poem inspired by a Portuguese tile. Students will use various structures, sound elements, and figurative language in the poem.

Concepts: poetic form, line length, white space, indentation, line breaks, stanza breaks, end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, meter, imagery, metaphor, simile, personification, hyperbole, allusion, idiom

Materials: Images of Portuguese tiles, journals, writing utensils

Objective: I will be able to analyze the structure of a poem and take note of figurative language elements.

Structure of Lesson:

1. Before students arrive, place images of the tiles around the room. (Make sure there are multiple copies of the tiles as some students may gravitate towards the same ones.)
2. As students enter, invite them to walk around the classroom and observe the images of the tiles.
3. Once class has begun, students should have a journal and something to write with at their desks.
4. Inform students that they are going to be composing a poem based on one tile found in the classroom. The poem must contain at least one element from the following categories: structure, sound, imagery and figurative language.

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5. Give students three minutes to choose an image of a tile and bring it back to their desk.
6. Each student should have one tile on their desk, a journal, and something to write with.
7. Review the following poetic elements with students:
 - Structure: poetic form, line length, white space, indentation, line breaks, stanza break
 - Sound: end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, meter
 - Imagery: descriptive language appealing to the five senses
 - Figurative Language: metaphor, simile, personification, hyperbole, allusion, idiom
8. Once the review is done, give students five minutes to analyze their tile. Students should write what they notice about the tile including shapes, colors, artistic style and what drew them to the tile. Students should write the entire five minutes. Remind students they are not writing a poem yet, just noting characteristics of the tile.
9. Under where students have written their notes, students should write the four categories of poetry for the lesson: Structure, Sound, Imagery, and Figurative Language.
10. Next to each category, students should write which element they are choosing. *Note: Students may choose more than one element per category, but remind them not all poems contain all the elements described.* Model this on the board for students.

Structure	Sound	Imagery	Figurative Language
Stanza Breaks	Repetition	Sight	Simile

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11. Once students have their elements, have them refer back to their brainstorming notes and begin writing. Have them start on the same page as their notes since they are currently writing a rough draft.
12. Circulate throughout the room as students write. When there is a lull, write your own model poem based on a tile.
13. Once students have written their rough drafts, they will exchange with a peer. Pairs will answer the following questions as feedback:
 - What structure element did the poet use?
 - What sound device did the poet use?
 - What sense did the poet use for imagery?
 - What type of figurative language was used?
 - Did the poem represent the chosen tile?

Students should have about 10 minutes for this.

14. Once students have received feedback from their peers, they will begin writing their final copy on a fresh sheet of paper.
15. Once final copies are completed host a gallery walk where the tiles and poems are laid out for students to view.

Assessment: Final copy of student poem

Length: Approximately 140 minutes

Portuguese Tiles



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