

# 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

# PRE-ACTIVITY: PRESENTING POEMS

**LEARNING GOAL:**

To understand the emotional content of poetry.

**MATERIALS/PREPARATION:**

Your favorite poem

**TIME:**

1 hour

**TIPS FOR THE TEACHER:**

\* Make a list of descriptive words on the board.

**STEP 1:**

**Read** a poem to the class without any expression.

**STEP 2:**

**Read** the poem a second time with expression. Ask the class what the difference was in the two readings. Which version did they prefer? Which was more enjoyable to listen to?

**STEP 3:**

**Write** a short poem on the board. Have students work with partners to practice reciting the poem with expression.

**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.

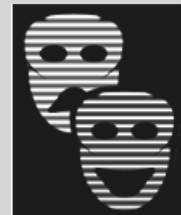
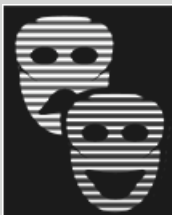
**STEP 6:**

**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.



# 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.

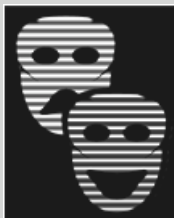


David Zucker: *Poetry in Motion*  
Grade levels: 6-12

## 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*  
Janosco, Beatrice. *The Garden Hose* \*riddle poem, please don't use in advance\*  
Kuskin, Karla. *Hughbert and the Glue*  
Kinnell, Galway. *Crying*  
Littledale, Freya. *When My Dog Died*  
Malam, Charles. *Steam Shovel* \*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*  
Noyes, Alfred. *The Highway Man*  
Prelutsky, Jack. *New Kid on the Block*  
Rauter, Rose. *Peach* \*riddle poem, please don't use in advance\*  
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.



Young Audiences of Massachusetts  
255 Elm Street, Suite 302, Somerville, MA 02144  
(617) 629-YAMA (9262)  
<http://www.yamass.org>



**David Zucker: *Poetry in Motion***

**Grade levels: 6-12**

**RESOURCES:**

Berry, James R. *Everywhere Faces Everywhere: Poems*. New York: Simon & Schuster, 1997.

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

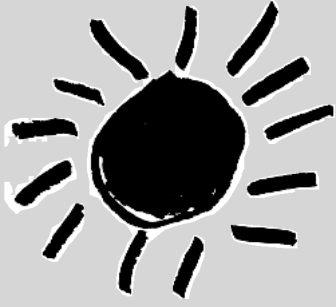
Shihab Nye, Naomi. *The Same Sky: A Collection of Poems from Around the World*. Aladdin Paperbacks, 1996.

**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](http://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

### David Zucker: *Poetry In Motion*

<i>Arts-Theatre 1</i>	Acting...Students will develop acting skills to portray characters who interact in improvised and scripted scenes.
<i>Arts-Theatre 5</i>	Critical Response...Students will describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary.
<i>Arts-Theatre 10</i>	Interdisciplinary Connections...Students 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.
<i>Arts-Connections 6-10</i>	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.
<i>English Language Arts 9</i>	Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>English Language Arts 10</i>	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
<i>English Language Arts 14</i>	Students will identify, analyze, and apply knowledge of the structure, elements, and theme of poetry.
<i>English Language Arts 15</i>	Students will identify and analyze how an author's choice of words appeals to the senses, creates imagery, suggests mood and sets tone.