



Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

7/20/09

ABOUT THE PERFORMANCE

David Zucker: *Poetry in Motion*

Grade levels: K-5

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, children will hear poems that express a wide range of emotions and images. When children 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 poetry conveys.

PRE-ACTIVITY SUMMARY: *Poetry by Heart*

Read different types of poetry to your students to familiarize them with this form of writing. Choose a poem to teach the class to recite by memory. Have the students practice and recite the poem individually or with partners.

POST-ACTIVITY SUMMARY: *Dramatic Poetry*

Discuss the title of the performance. What does "Poetry in Motion" mean? Discuss how David moved and acted out the poetry. Divide the class into groups and assign each group a poem to dramatize. Have them perform the poem in front of the class.

CURRICULUM LINKS:

English, Language Arts, Physical Education, Theater

PRE-ACTIVITY: POETRY BY HEART

LEARNING GOAL:

To explore poetry as a form of writing and expression

MATERIALS/PREPARATION:

Copies of poems

TIME:

45 minutes

TIPS FOR THE TEACHER:

* Make sure students understand that poetry is frequently emotional and full of feelings.

STEP 1:

Read several types of poems to the class (haiku, limerick, free verse). What do all of these have in common? Write students' responses on the board. Tell them (if they have not already told you) that they are all examples of poetry.

STEP 2:

Ask the class if they have ever heard or written poetry before, and if they know what makes written poetry different from writing a story or a report.

STEP 3:

Memorize a simple poem with the class. First, read this poem to the class. Then, write it on the board. Spend as much time as you deem necessary memorizing the poem. Allow students some time to practice on their own or with a partner.

STEP 4:

Recite the memorized poem (individual students or partners) in front of the class.

EXTENSIONS:

- 1) **Discuss** the concept of memorization with students. What are some things that they have already memorized, such as song lyrics, sports statistics, etc.?
- 2) **Play** the word association game. Start with one word on the board. Go around the room, and have each student add the first word that comes to his/her mind.
- 3) **Describe** a scene to the class. As you speak, have the students draw a picture of what they imagine this scene to look like.
- 4) **Review** words that rhyme. Say a word and ask students to supply ones that rhyme.



POST-ACTIVITY: DRAMATIC POETRY

LEARNING GOAL:

- * To understand how poetry can tell a story
- * To demonstrate how poetry can be brought to life through movement

MATERIALS/PREPARATION:

Copies of poems

TIME:

1 hour

TIPS FOR THE TEACHER:

- * Playing charades will help the students become accustomed to acting out words.

STEP 1:

Discuss the title of the program "*Poetry in Motion*." What does "*Poetry in Motion*" mean? What was David trying to demonstrate about poetry in his performance? How did David move when he recited some of the poems? Can a poem's rhythm make the poem move?

STEP 2:

Play charades with the class. Move your body in a certain way so that it expresses a phrase. Repeat this a few times. Then have a volunteer from the class perform.

STEP 3:

Divide the class into groups of three or four students. Have a selection of poems written or typed on paper. Give each group a poem to work on. Make sure that you give each group a somewhat different type of poem. Give the groups about 15-minutes to decide how they are going to dramatize the poem.

STEP 4:

Have students perform their poems in front of the class.

EXTENSIONS:

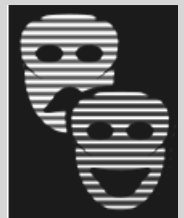
- 1) **Illustrate** a poem, using one scene, multiple scenes, or perhaps a comic strip format.
- 2) Have students write poems. Discuss the rules of haiku, tanka, diamante, limerick, etc.
- 3) **Study** rhyming patterns in poetry (ABAB). Have students compose verses that rhyme.



HANDOUT: Poems and Poets in *Poetry in Motion*

Carrol, Lewis. *Jabberwocky*
De Regniers, Beatrice Schenk. *Keep a Poem in your Pocket*
Francis, Robert. *The Base Stealer* *riddle poem, please don't use in advance*
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*
Kuskin, Karla. *I Woke Up This Morning*
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*
Morrison, Lillian. *The Sidewalk Racer* *riddle poem, please don't use in advance*
Nash, Ogden. *The Adventures of Isabel*
Prelutsky, Jack. *Alley Cat with One Life Left*
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*
Silverstein, Shel. *Invitation*
Silverstein, Shel. *Jimmy Jet and His TV Set*
Silverstein, Shel. *Sick*
Silverstein, Shel. *The Little Boy and the Old Man*
Silverstein, Shel. *The Farmer and the Queen*
Spilka, Arnold. *Puzzle*
Stevenson, Robert Louis. *Bed In Summer*
Viorst, Judith. *Mother Doesn't Want a Dog* *surprise poem, please don't use in advance*
Watson, Nancy Dingman. *Up in the Pine*
Whitman, Ruth. *Listening to Grownups Quarreling*

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



David Zucker: *Poetry in Motion*

Grade levels: K-5

RESOURCES:

Prelutsky, Jack. The Random House Book of Poetry for Children. New York: Random House, 1983.

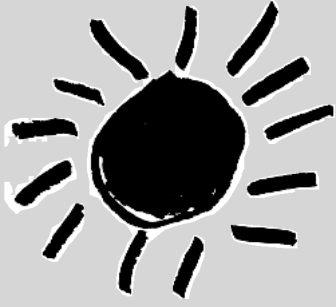
Tucker, Shelley. Painting the Sky: Writing Poetry with Children. Goodyear Publishing, Co., 1995.

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.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

David Zucker: *Poetry In Motion*

Arts-Theatre 1

Acting...Students will develop acting skills to portray characters who interact in improvised and scripted scenes.

Arts-Theatre 5

Critical Response...Students will describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary.

Arts-Theatre 10

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.

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.