

FAVORITE POEMS: OURS AND  
OTHERS'



LESSON PLANS | EDUCATIONAL RESOURCES | VIDEOS | POETRY

THE FAVORITE POEM PROJECT IS DEDICATED TO CELEBRATING, DOCUMENTING  
AND ENCOURAGING POETRY'S ROLE IN OUR LIVES. **FOR MORE LESSON PLANS  
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# Outcomes

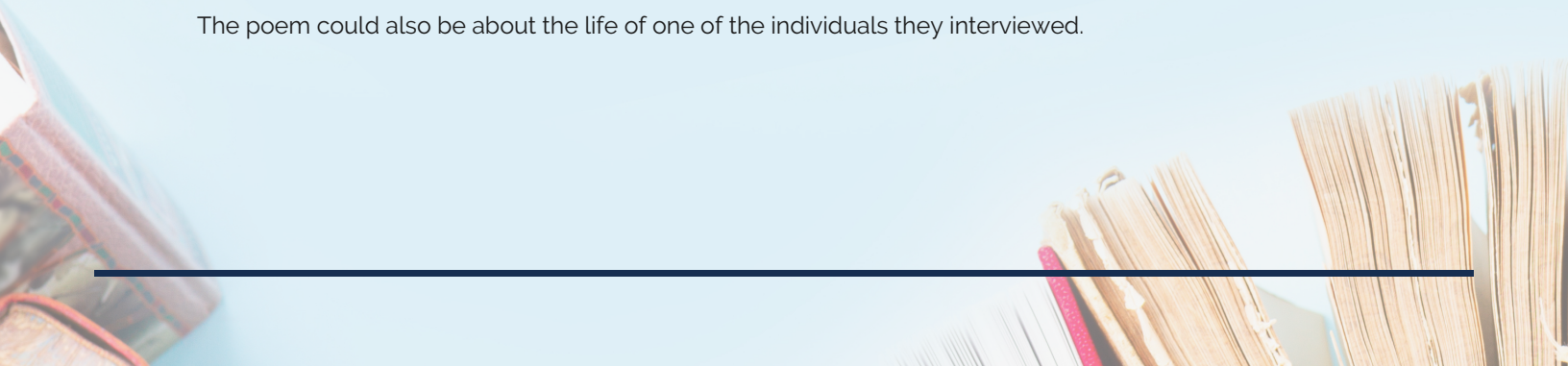
This lesson demonstrates to students that people around them are attached to poems and exposes them to several poems that they may not have yet known or seen. It also develops skills in research, public speaking, and communications while offering possible connections to cultural and social studies.

*This lesson was made possible by a submission from Kathleen O'Connor Abrams, a teacher at Williams Middle School in Chelsea, MA*





# Ideas and Methodologies

- At the beginning of the unit, ask each student to name a favorite poem.
  - The students are then allotted an amount of time to interview family members, friends and neighbors until they find three people who have favorite poems.
  - Next, students bring copies of these poems, which they have written out by hand, to class, along with brief statements from the people who selected them.
  - If a student is bilingual, remind the student that the favorite poem may be written in any language, and that the student may bring both the original poem and an English translation to class.
  - If the person being interviewed comes from a different culture, encourage the student to learn a few facts about the their life story.
  - Display the favorite poems and the reflections of those who selected them. They can be posted on a bulletin, inside the classroom, or somewhere on the web.
  - Invite the students to read the poems and to write their reasons for selecting their own favorites from among the poems contributed by their classmates. Post these reflections close to the poem and response of the contributor.
  - Discuss the similarities and differences among the responses, beginning with the response of the person who selected the poem. If the poem was contributed by a family member or neighbor, ask the student who brought the poem to class to tell about the person and his or her life story.
  - Ask the student to consider how the life story might have affected the choice. If the poem is a translation, invite the student who brought it to class to read it in both languages.
  - If the teacher wishes to expand the lesson into a multimedia project, the students may compile a booklet of the favorite poems, adding illustrations.
  - Similarly, it would be beneficial for the student to write their own poem on a favorite theme they've encountered. The poem could also be about the life of one of the individuals they interviewed.
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