

TITLE OF LESSON

English 1 Unit 3 Lesson 40 – Nikki Giovanni

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 3.0, 3.6-9, 3.11, W1.0, 1.2, 1.9, 2.0, W/O1.0-5, L/S1.0-12.0, 2.4a-d

MATERIALS

Ego tripping (there may be a reason why) – Reading

Editing Skills List – Teacher Page

LESSON OBJECTIVES

- To conduct peer editing for odes
- To define the poetic tools of tone, voice, theme, and hyperbole
- To read *Ego tripping (there may be a reason why)*
- To identify the tools used by Nikki Giovanni

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Collect final drafts of partner name poems.
- 2) [Daily Log](#) – Have students copy down the Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Ego Tripping	<ol style="list-style-type: none"> 1. Edit Odes 2. Adding to the Toolbox 3. Ego Tripping 	<i>Ego Tripping (there may be a reason why)</i>	<ol style="list-style-type: none"> 1. Extend the first line of the bragging poems. 2. Final draft of Odes. 3. Study vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Peer Editing** – Ask students to take out the second drafts of their Odes. Distribute the **Editing Skills List** to each student, or place it on the overhead projector. Have students switch the second draft of their Ode with a partner. At the top of their partner’s Ode, have them write the words, Edited by, and then write their name. They should make sure they are editing in a different color pen or pencil from the text they are working with. By now, they should be very familiar with the editing process. Quickly, remind students that sometimes authors choose not to use conventional grammar when writing poetry. It is only their job as editors to point out incorrect spelling and grammar. It is the job of the author to decide whether or not to use conventional spelling and grammar and take the suggestions of their editors. You do not need to walk them through each of the editing skills they should be looking for in this piece. Let them work at their own pace. Tell them they will have only 20 minutes to finish editing. Whatever they do not finish in that amount of time becomes their responsibility outside of class. Then let students get to work. At the end of 20 minutes, call time. They will write the final drafts of their Odes tonight, for homework.
2. Adding to the **Toolbox** – Ask for a volunteer to remind the class about the two tools they learned yesterday (imagery and personification). Ask the students whether these are tools that are only used in poetry. Have they seen them used in other types of writing? Does anyone have examples? Perhaps someone will remember the **Bad Writing Contest Winners** from last night’s homework. These pieces of writing represent first lines of (hypothetical) novels, and the authors use poetic devices for the same kinds of reasons that poets do. Ask the students to point out some of the examples of the poetry tools used in the **Bad Writing Contest Winners** (everyone should have a list from their homework). Today they will learn about some other tools, which they may have discussed before while analyzing literature. Tell them the terms and definitions below, and have the students

copy them down on their **Poetry Toolbox**. Ask students to put the definitions in their own words, words they can easily remember.

Theme

The central idea or topic of a work.

Voice (Persona)

The speaker of a literary work, i.e., who is doing the talking. Thus the voice/persona is the "I" ...or the implied speaker of a poem. Through the voice of the speaker, the reader may determine the crucial components of the speaker's identity, such as religion, culture/ethnicity/race, sex, and class.

Tone

The poet's or persona's attitude in style or expression toward the subject, e.g., loving, ironic, bitter, pitying, fanciful, solemn, etc. Tone can also refer to the overall mood of the poem itself, in the sense of an atmosphere intended to influence the readers' emotional response...

Hyperbole

A bold, deliberate overstatement, e.g., "I'd give my right arm for a piece of pizza." Not intended to be taken literally, it is used as a means of emphasizing the truth of a statement.

(Definitions modified from Bob's Byway at <http://www.poeticbyway.com/gl-p.html>)

3. **Reading 1** – Distribute the poem *Ego Tripping – there may be a reason why* to the students. Tell the students that everyone will read part of the poem out loud. Choose a way to order the students (e.g. in rows, starting from the first person in the first row and proceeding to the last person in the last row, or in a circle, a volunteer starts and then chooses to go to her right or left and continues in that direction until the poem is finished) and tell everyone to read two or three lines each of the poem. When the first person finishes they should turn to the next person, who will pick up where they left off. Since this is their first reading of the poem, they may not be willing to add much dramatic inflection, but encourage them to remember the skills from their dramatic readings. Tell them it is a bragging poem, and to think of that as they read.
4. **Reading 2** – Now read the poem a second time, with the same order. This time, each reader reads an “I” or “My” statement in the poem. The first speaker reads the first line, and the next speaker picks up at the next “I” or “My” statement. When they are finished, ask the class how the new reading changed the tone of the poem. Did they find themselves emphasizing different words and ideas?
5. **Identify Poetry Tools** – Ask the students to look at their Poetry Toolboxes. Call on people to give examples of each of the tools they learned before today's lesson. Is this poem written in literal or figurative language or both? What metaphors or similes are used? Is there any personification? What are the line breaks and why do they think she put them where she did?
6. **Group Work** – Tell the students to assemble into groups. If you have more than four groups, combine groups so that you only have four. Assign *Group Roles* (see below); then assign each group a term from the group of terms discussed today. Each group must answer a question, according to the term assigned. The tone group must answer “What do you think is the tone of this poem? Why?” The theme group must answer “What do you think is the theme of this poem? Why?” The voice group must answer “Who do you think is the speaker of this poem? Why?” The hyperbole group must answer “How does the poet use hyperbole in this poem? What message/truth does she want to emphasize?” Give the students 5 minutes to answer the group question.
7. **Presentation** – Call on each group to present the answer to the group question. Then give them this information: “Giovanni's poetry is renowned for its call of urgency for Black people to realize their identities and understand their surroundings as part of a white-controlled culture. She is considered a leader in the Black poetry movement.” (Hiltz and Sell, <http://www.umich.edu/~eng499/people/giovanni.html>) Along with the Black Power movement, the Black Arts Movement emphasized ideas of racial dignity, cultural identity, and self-reliance for African Americans. Does this information change anyone's understanding of the poem? Why or why not? If it does, in what ways does the interpretation change? What might be the purpose of Giovanni's tone, theme, voice, and hyperbole, considering the values of this movement? *(Try to guide students towards the idea that poetic tools, used effectively, are used for a purpose. Giovanni does not use hyperbole in an arbitrary way; she does so in order to express a concept of*

- cultural pride, to resist notions of African American submission or inferiority.) Is Giovanni's use of poetic tools effective in reinforcing her message?
8. Persona – Tell the students this information (from the definition for Voice in Bob's Byway): "Sometimes the author of a poem identifies a created character as the speaker...it should not be automatically assumed that a creative work directly reflects the personal experiences or views of the poet. The use of an identified persona precludes a potential ambiguity and enables poets to give expression to things they would prefer not to have attributed to their own person." Did the people who presented on Voice feel that Giovanni was clearly the speaker whose Voice was being heard in this poem? What is the persona in this poem? (Giovanni's persona would be that of a young, political, African-American woman.) What is the purpose of the persona in this poem?
 9. Third Reading – In groups, ask students to decide how they will read the poem a third time. This should be a dramatic reading that conveys the message, voice, and persona of the piece. All group members must participate. Tell them they will have five minutes to decide how they will read. Then they must present.
 10. Present – At the end of five minutes, call on each group to present.
 11. Discuss – How did each group use drama to convey the message, voice, and personal of the piece? Knowing that the tone is one of pride in culture, how did the final reading differ from the first two readings?
 12. Review Homework – Tell the students to examine the first line of their own bragging poem. It should incorporate one of their Poetry Tools in the first line. They need to extend the first line by adding a metaphor (if they did not use one already) with a sensory image attached to it. They should also write a final draft of their Odes. Remind them to keep studying their vocabulary; they will have a quiz in Lesson 4344.
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HOMEWORK

- 1) Extend the bad first line of the bragging poem.
 - 2) Write the final draft of the Odes.
 - 3) Study vocabulary. Quiz in Lesson 44.
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GROUP ROLES

Presenter – Your job is to read the poem to the group. You will also be responsible for presenting the group's answer to the rest of the class. You will work with the other group members to prepare for the presentation.

Timekeeper – Your job is to make sure that the group finishes its assigned task in the allotted time. You will also work with the other group members to prepare for the presentation.

Facilitator – Your job is to help the group come up with ideas for the answer to the question. You will work with the other group members to prepare for the presentation.

Notetaker – Your job is to write down the ideas the group is giving you about the answer to the question. You will work with the other group members to prepare for the presentation

DOCUMENTATION FOR PORTFOLIO

Unit 1

- Final Exam Unit 1
- Hero Myth
- Trickster Myth
- Monster Myth
- Creation Myth

Unit 3

- Character Diary 3
- Character Diary 5

Unit 2

- Final Project #1: Creating Your Own Autobiography Web Page
- Final Project #2: Book Project of all of their writings to date: 4 Autobiographical Incidents, 2 Evaluation Essays, and 4 Myths
- Final Exam Unit 2

Unit 4

None

- Exit Scene Prologue
- Exit Scene
- Exit Scene Promptbook
- Partner Name Poem
- Clothing Ode