

LESSON PLAN: "ODE TO"

OBJECTIVE: To create an ode poem to someone who is important to you without using standard tools.

KEY TERMS:	<p>Metaphor - A figure of speech that makes a comparison equating two or more unlike things without using a connective word such as like, as, than, or resembles.</p> <p>Extended Metaphor - A comparison between two unlike things that continues throughout a series of sentences in a paragraph or lines in a poem.</p> <p>Imagery - Vivid descriptive language that appeals to the senses.</p> <p>Hyperbole - A figure of speech in which exaggeration is used for emphasis or effect.</p> <p>Ode - A lyric poem typically of elaborate or irregular metrical form and expressive of exalted or enthusiastic emotion.</p>		
STANDARDS:	<table border="1"> <tr> <td data-bbox="464 837 987 1285"> <p>Virginia</p> <p>9.1 C, 10.1 D, 9.4 A, 9.4 H, 10.4 H, 11.4 E, 9.7-12.7 E</p> </td><td data-bbox="987 837 1518 1285"> <p>Common Core</p> <p><i>Reading</i></p> <p>Grades 6-8: 2, 4, 6</p> <p>Grades 9-12: 2, 4</p> <p><i>Writing</i></p> <p>Grades 6-8: 3.b-d, 4, 5</p> <p>Grades 9-12: 3.a-d, 4, 5</p> <p><i>Language Standards</i></p> <p>Grades 6-8: 3, 5</p> <p>Grades 9-12: 3, 5</p> </td></tr> </table>	<p>Virginia</p> <p>9.1 C, 10.1 D, 9.4 A, 9.4 H, 10.4 H, 11.4 E, 9.7-12.7 E</p>	<p>Common Core</p> <p><i>Reading</i></p> <p>Grades 6-8: 2, 4, 6</p> <p>Grades 9-12: 2, 4</p> <p><i>Writing</i></p> <p>Grades 6-8: 3.b-d, 4, 5</p> <p>Grades 9-12: 3.a-d, 4, 5</p> <p><i>Language Standards</i></p> <p>Grades 6-8: 3, 5</p> <p>Grades 9-12: 3, 5</p>
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INTRODUCTION:	<p>In this lesson students will attempt to create an ode poem. An "ode poem" is a poem wherein the subject is spoken of in a favorable manner. As the facilitator, it is important that you don't mention the intent of the "ode poem" until after the participants have chosen a subject to write about.</p>
STEP ONE:	<p>Have students take a moment to think of the person who has been most important or influential in their lives. This does not necessarily have to be someone they know personally. It could be an author, singer, philosopher, politician, etc. Once they have this person in mind, have them write the name at the top of their paper.</p> <p>Give them one to two minutes to brainstorm.</p>
STEP TWO:	<p>Now ask students to come up with an object that most reminds them of the</p>

	<p>person that they had in mind. This should not be an object the person is most like. Here are several examples:</p> <ul style="list-style-type: none"> • <i>My mother reminds me of my grade school lunch box because whenever I think of it I think of her.</i> • <i>The table of elements reminds me of my 9th grade science teacher, who was the first teacher that made me feel like I was smart enough to understand science.</i> <p>Give them one to two minutes to brainstorm.</p>
<u>STEP THREE:</u>	<p>Now that a subject and object have been selected, it is almost time to have your students write their ode poem. First, give an explanation and example of an ode poem.</p> <ul style="list-style-type: none"> • <u>Ode</u> - A lyric poem typically of elaborate or irregular metrical form that expresses an exalted or enthusiastic emotion. <p>Play Poem Selection - Samantha Thornhill's "Ode to an Apron." http://youtu.be/nZGn5BE52H0</p> <p>Before setting off to write, discuss the poem for a minute. Ask questions about the author's chosen subject and topic.</p>
<u>STEP FOUR:</u>	<p>Now It's Time To Write!</p> <p>Instruct your students to write an "Ode Poem" to the person they selected as if the person were the object.</p>
<u>STEP FIVE:</u>	<p>Now It's Time To Share.</p> <p><i>*For this exercise have the participants share in the following order.</i></p> <ol style="list-style-type: none"> 1) <i>The Object</i> 2) <i>The Poem</i> 3) <i>The Subject</i> <p>Discuss poems in accordance with the comfort level that the participants have built with each other.</p>

ADDITIONAL MATERIALS

“Ode to an Apron” by Samantha Thornhill

<http://youtu.be/nZGn5BE52H0>

**Below is an example of a poem created from this workshop. Feel free to share it with your students if you feel that it will better frame their vision.*

“Two Rings in a Pod” by Leia Parker (8th Grade)

Ring, you are always there for me.
Whenever I look down
I see you
staring right back at me
with a smile on your face.
One day I took you off
“Don’t leave me,” you said.
For you thought
you might never see me again.
But I will never leave you
just laying in your bed.
I will always wear you
on the 4th finger
of my right hand,
and you will always be my ring.
I will never forget the time
when I first saw you.
We were just two peas in a pod.
You and me, me and you
side by side fighting crime....
wait scratch that
side by side watching our favorite TV show.
You will always be there
on the 4th finger of my right hand
staring up at me with that big grin,
and I will always look down
right back at you like a mirror
with that same big grin.