

# Poetry With Pizzazz

M

## FOCUS

- What creative images does salinity / salinity management inspire?

## OBJECTIVES

- Study the structure of a Diamante Poem
- Brainstorm and select appropriate vocabulary
- Write and publish a Diamante Poem

## BACKGROUND

Our environment has provided stimulus for many poets. Environmental problems including salinity can be very emotive. Students can express their feelings about environmental change through this activity. As further background, you may consider looking for poetry in your school or public library that deals with salinity or other environmental issues.

## NOTES

Diamante Poems have a rigid structure based on grammatical forms. This activity compliments the English activity, 'Groovy Grammar'. Completing a Cinquain Poem is a simple alternative for students. It has four lines, the first two as per a diamante, line 3 is a short sentence about line 1, and line 4 is a repeat of line 1.

## LEARNING TASKS

- 1 Display the Diamante Poem example on an overhead transparency.
  - Read the poem as a class, discuss the words used, their purpose and their effectiveness
  - This example could also be photocopied and given to students as a model to help with their poems.
- 2 Brainstorm with students to create a list of salinity related words and their opposites, this will give students examples of poem topics. Your list may include:
  - healthy tree / dead tree
  - wheat / lucerne
  - forest / field.
- 3 Write a poem as a class, using brainstorming and negotiation.
- 4 Students select a topic and plan their poems.
  - Brainstorm to compile a list of words.
- 5 Students edit their work with a peer or teacher, analysing word choices as the first priority then checking punctuation and spelling.
- 6 Publish poems by hand or on computer, then illustrate and share.

## CSF II LINKS

- ENGLISH 4.1 Writing  
4.3 Writing  
4.4 Writing

## MATERIALS

- 'Poetry with Pizzazz' Teacher Task Card
- Thesaurus'
- Materials for publishing

## EXTENSION

Compile poems to make a class book and either send it to another school or to your Regional Waterwatch Coordinator.

## ASSESSMENT

Were students able to generate expressive poems by using descriptive vocabulary? Did they follow the structure of Diamante Poems?



# Poetry With Pizzazz - Teacher Task Card

## Diamante Poem

