Boulder County Latino History Project
Lesson Plans

Title: Creating Found Poetry: Exploring Racism against the Local Latino Community Using Primary Sources

Overview

Lesson Overview	Students will create "Found Poems" from a primary document that discusses the history of racism against Latino communities of Boulder, Colorado. Individually, students will reframe the text to create a poem with the message they have taken from the piece. *Note: One foul word is used in this piece, so you may choose to eliminate that part of the story, or have a conversation with students about use of profanity, maturity in dealing with it, and allow them to have it eliminated if they so choose.
Author(s) & School	Lucy Copperberg, Twin Peaks Charter Academy
Grade Level/ Course	High School Language Arts
Standards	Grade 9 Reading, Writing, and Communicating Standard 2: Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
Time Required	2 or 3 60-minute class periods (If the concept of "racism" is new for your students, discussions around that alone may progress to more than the time allotted here).
Topics	Racism/discrimination/segregation, Culture/identity issues Outline topics: Challenging racism, increasing inclusion, searching for identity,
Time Period	1920s-1930s, 1940-1965, 1980s-1990s
Tags (key words)	Latinos, racism, found poetry, pool halls

Preparation *(Links to worksheets, primary sources and other materials):*

Materials	Found poetry definition and examples projected

	    Copies of Oral history, Alex Gonzales, pt 2 and pt 3 http://teachbocolatinohistory.colorado.edu/primarysource/oral-history-alex-gonzales-pt-2/ http://teachbocolatinohistory.colorado.edu/primarysource/oral-history-alex-gonzales-pt-3/ **"We Cater to White Trade Only" sign projected** http://teachbocolatinohistory.colorado.edu/primarysource/white-trade-only-sign-like-the-ones-found-in-boulder-county-during-1930s-late-1950s/ **Highlighters and colored pencils**
Resources/Links	**Oral history, Alex Gonzales, pt 2 and pt 3** http://teachbocolatinohistory.colorado.edu/primarysource/oral-history-alex-gonzales-pt-2/ http://teachbocolatinohistory.colorado.edu/primarysource/oral-history-alex-gonzales-pt-3/ **"We Cater to White Trade Only" sign** http://teachbocolatinohistory.colorado.edu/primarysource/white-trade-only-sign-like-the-ones-found-in-boulder-county-during-1930s-late-1950s/

Lesson Procedure *(Step by Step Instructions):*

1. Pre-assessment: students will do a Think-Pair-Share activity to define the words "found/ find", "poem", "racism".
    a. "Think" section:
        i. 5 minutes: Ask students to label three notecards with the vocabulary words, then write down synonyms or definitions they have for the words.
    b. "Pair" section:
        i. 5-10 minutes: Have students turn to their neighbor to share their definitions and create a combined definition to write on a sticky note (Each pair will have three sticky notes total for each word)
    c. "Share" section:
        i. 10-15 minute Gallery Walk: teacher will set up large post-it notes around the classroom labeled with the three vocabulary words (found/ find, poem,

racism).

  ii. One student from each pair will put up their final definitions on each large post-it

  iii. All students will silently walk around to read all the definitions, then have a brief discussion using the following questions as a guide:

    1. Which definition of "found/ find" was the most accurate and why?

    2. Which definition of "poem" was the most accurate and why?

    3. Which definition of "racism" was the most accurate and why?

*Don't have a "final/ correct" definition for these words. It's the discussion that is important so students are thinking about them, and are more familiar with the ideas before starting their poems.

2. Introduction:

 a. 5-10 minutes: First, introduce the concept of "Found Poetry" by defining and showing multiple examples.

  i. First paragraph on this website gives a great definition:

    1. **https://www.poets.org/poetsorg/text/found-poem-poetic-form**

  ii. Google "Found Poetry" and click on images to see examples:

    1. **https://www.google.com/search?q=found+poetry&biw=1366&bih=657&espv=2&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjei6Wuy6rNAhUNR1IKHWEaBPgQsAQILA&dpr=1&safe=active&ssui=on**

 b. 15 -20 minutes: Then, introduce the primary source documents being used.

  i. 5-10 minutes: Show the "We Cater to White Trade Only" sign and have a discussion about possible meanings.

    1. What does the sign mean?

    2. Where do you think that sign was hung?

    3. Why do you think that sign was hung?

  ii. 5-10 minutes: Project and read (do NOT pass out the document) the Alex Gonzales document to the class and then have students call out powerful words and phrases from the piece and write them on the board

    1. This will show them what they should be focusing on for their Found Poem - "power words/ phrases" - as well as give a starting point or guide for struggling students

     a. You shouldn't pass out the document to students as you're reading so that they can focus on what you're reading instead of starting to work. Listening will also give them a chance to ask for clarification about words/ ideas that they may not have paid attention to if they had the text in front of them.

  iii. 3-5 minutes: Hand out the Alex Gonzales document (have highlighters and colored pencils available)

    1. Explain that they are "finding" important ideas and "power words" to create a message through poetry. They will be using highlighters or colored pencils to draw the reader's eyes to those specific words.

     a. I recommend copying it on a long 11 x 17 sheet so all three pages can be on the front of one large sheet; if that's impossible, copy on two separate sheets so students can glue it onto a larger paper or staple them next to each other

  iv. 15-20 minutes: Have students work independently or with a partner to create a "Found Poem"

    1. Common questions to address:

a. Can we rearrange the words in our poem? A: Yes, but clearly label or lead your reader with arrows or an obvious visual path.
            b. Can we add words to our poem? A: This is *your* poem so you may add words to clarify or add to your poem, but keep the additions to a minimum so the author's voice is still prominent.
            c. What is the length requirement? A: There is no length requirement. You are changing written text to a poem, and poems have no length requirements, they are an expression of an idea or ideas.
            d. Do I have to create a picture like some of the examples showed? No. The only thing you *have* to do is show your reader the important words for your poem. Make those words stand out from the rest in the text using highlighters and/or colored pencils. Be creative.
        v. 15-20 minutes: Have students share their poems with a partner or another pair. Leave time for students to share with the whole class as well.
    c. Beyond the lesson:
        i. As part of the poetry unit, your students have probably discussed multiple types of poetry. You could go beyond this lesson by having students choose another type of poetry to write a response to or personal experience with racism (haiku, acrostic, free verse, etc).

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

1. **Think-Pair-Share: Observation (and possible collection) of students written responses to the three terms, as well as their participation during the Gallery Walk.**
2. **Found Poem: Collect poems for completion grade.**