



Title: Phosphate Poetry Lesson Plan #1

Name: *Steven M. Gee*

Purpose:

The purpose is to use matrix mining to teach students how a triplet poem is written and facilitate them in writing an original triplet poem.

Terminology:

Poetry, triplet, triplet poem
Phosphate, matrix, sand, clay

Activity:

Students will:

- 1) Analyze a triplet poem.
- 2) Create an original triplet poem.
- 3) Use cooperative learning techniques to enhance their poem
- 4) Edit their poem and create a finished product.

Procedure:

The teacher will:

- 1) Pass out the attached activity sheet
- 2) Have a student read the poem aloud and solve the riddle.
- 3) Explain triplet poetry
- 4) Clarify the directions on the work sheet.
- 5) Assign the work to be completed in class
- 6) Give examples of key ideas.
- 7) Facilitate students in writing poems.
- 8) Supervise cooperative learning activity.

Standards:

L.A.A.-1.3.1
L.A.B.-1.3.1.
L.A.B.-1
L.A.B.-2
F.L.A.-3.3.2

Objectives:

The student will:

- 1) Compare the matrix mining process to the analysis of a triplet poem
- 2) Comprehend the process of sorting or analyzing to isolate the “essential ingredient”.
- 3) Analyze a triplet poem and identify the main idea in each stanza.
- 4) Compose a simple poem using the main idea process.
- 5) Refine a rough draft poem into a finished product.

Supplies:

- Worksheet
- Pencils
- Notebook paper

Preparation:

The teacher needs to duplicate copies of the worksheet and prepare examples of key ideas.

Estimated Time: 50 minutes

Background: The students have already been introduced to the phosphate mining process in class.

The process of mining by:

- 1) setting aside the overburden
- 2) removing the matrix
- 3) recovering phosphate from the matrix
- 4) reclaiming the land

has been explained to them in simple terms. They have also been given definitions for: mining, overburden, matrix, phosphate, sand, clay, and reclaim.

Assessment: The worksheet will be evaluated on the students' ability to analyze a poem and pick out the main ideas. The poem will be evaluated on the ability of the student to choose main ideas and expand them into a triplet poem.

Educator's Notes

TRIPLET POETRY WORKSHEET

6TH Language Arts – Mr. Gee

P_____ Poetry

We put it on each row,
Before we even sow,
It makes our garden grow.

Then there is food to eat,
For everyone you meet;
Good things like corn and wheat.

On labels you can read,
They put it into feed,
It's something cattle need.

And for us common folk,
They put it into coke,
Really, it's no joke!

Part 1 – Matrix Mining

1) In a Phosphate mine the matrix has three parts (sand, clay and phosphate), but the essential ingredient the miners are looking for is the phosphate. Just like the matrix, this poem is written in triplets, but only 1/3 contains the “essential element” or main idea of each stanza. Your job is to be the miner and take out the key line from each triplet that contains the “essential ingredient”.

2) Write the four essential lines here:

Part 2 – Writing your own poetry

- 1) Write your own triplet poem. Use these steps:
 - a) Choose 4 key ideas
 - b) Write a triplet stanza for each idea.
 - c) Assemble and edit your poem

- 2) Trade poems with a partner on your team. See if you (both) can spot the “essential elements” in your poems. Make suggestions about how you think the poems can be improved.

- 3) Write your final copy as neatly as possible on notebook paper and turn it in to Mr. Gee.