



# *Poetry #3: the big city & the poet*

-Jamie Dunne

Creative Writing Unit  
Time: 2 Days  
Grade Level: 9-12

# Rough Calendar

\*\* Remember this is a rough outline and can be easily shortened or lengthened ☺ \*\*

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Day 1: "the poet" with Vocab Chart	Day 2: "the big city" Gallery Walk				

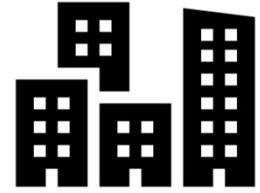
## Lesson Overview

- Introduction:
  - Anticipation Activity- Vocabulary Chart and Expansion
- Reading:
  - Reading the Poem using different read through methods
    - Cold Read- First Impressions, Thoughts and Feelings
    - Mind Map- Second read through with a focus on purpose and meaning.
    - Gallery Walk – Synonym Showcase
- Writing Activities:
  - Poem Rewrite for Gallery Walk



# *the big city* by Jamie Dunne

- 1 I went to new york a few weeks ago  
I didn't have much fun there  
The buildings blocked the view of the sun  
No one cared to look at anyone else
- 5 The people were all smoking  
the city itself exhaled cigarette fumes and spat up bile from its sewer grated lungs  
It was disgusting.  
So selfish.
- 9 Don't they all know I'm trying to quit?



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# the poet

by Jamie Dunne

1 To ease his ever-restless nerves a neurotic writer sits at his notebook

He looks to past works with dissatisfaction.

a grip tightens on his chest while he looks for new ideas and new feelings,  
something to build on, some world to escape to.

5 Thrashing a pen with intense strokes

the poet seeks to create something of substance.

He sees a full inkwell as nothing but a bottle to hold his liquid vitriol.

Despite his desperate attempts to deplete it every thought is struck down, the looming threat of  
inadequate craft has a sinister smile, and a taunting flair of instigation in its voice.

10 No longer accomplishments, the poems on previous pages spring up and hold down the old and helpless  
writer and before he can get a chance to close his book,

the words etch a brand onto the man with his untapped reserves of ink.

What they write is a label, one that designates him as not being of high enough quality to express his  
creativity with any degree of fluency.

15 The old man's shoulder aches from his new tattoo.

With the same ink he dogmatically hated, a phrase had been printed on his back.

It reads "Further and further this old fool spirals, and despite all his fits, he is yet to even judge himself".



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## *Anticipation Activity- "the Poet"* Vocabulary Chart

**Activity Directions:** Students will expand their vocabulary by looking up text related vocabulary to increase their comprehension.

Vocab Word	Definition	Connotation	Synonym
Neurotic			
Thrash			
Vitriol			
Inadequate			
Etch			
Designates			
Sinister			
Flair			
Instigation			
Etch			
Deplete			
Fluency			
Dogmatic			

# Active Reading Activities: Teacher Directions

## Focus Objective:

Have students read the poems by encouraging active engagement through discussion and rewriting.

## “the poet” Activities:

### • Mind Map Activity:

- First have students read the poem then give them the vocabulary chart to engage with.
- Afterwards create a mind map on the projector or whiteboard with the poem’s title in the middle.
- Explain to students that a mind map is a way to brainstorm and explore different ways of thinking. That usually these activities are open floor discussions where students can just “jump” in whenever they find appropriate.
  - Have students focus on Meaning, Purpose, and the Message (Theme).
    - Why did the author choose these words?
    - What is the affect of these words on the poem?
    - If you were to change these words, what would happen?

## “the big city” Activities”

*\*\*Teacher Task: Rewrite or print the poem with each of the words listed below missing. You should have 7 posters/prints. Each with one word missing.\*\**

### • Rewrite the Passage/Gallery Walk.

- Group students into groups of 2-3.
- Have students read the poem.
- Then for this poem explain to students that word choice can also be very deliberate even if the words are deceptively simple/non-complex.
- Provide each of the student groups one of the following words:
  - Fun, blocked, cared, exhaled, spat, disgusting, selfish
- In their groups have students produce 3-5 synonyms for their words.
- Then have students put their synonyms on the posters using sticky notes.
- Have students complete a Gallery Walk where they pick their favorite synonym.
- Finally, students must explain why they picked the words they did by explaining how that word choice changes the meaning of the line and consequently the whole poem meaning as well.