

ARTHUR AND ROCHELLE BELFER

Exemplary
LESSONS
i n i t i a t i v e

A POETIC FINALE

STUDENT HANDOUT 1

Name _____

Date _____

LESSON INTRODUCTION: A POETIC FINALE

You have just completed a unit of study on one of the most significant events in human history, the Holocaust. It is a big topic. The emotion involved can be overwhelming. You may not know what to do with the knowledge you have gained and the emotions you have been feeling. The best thing to do is let them inspire you to bear witness. Future generations need to know what the Holocaust is. After listening to “Never Again,” a song by a young Jewish rapper named Remedy, I would like you to follow Remedy’s lead and craft a poem that sums up your thoughts on the Holocaust.

You may ask, why poetry? Dennis Loy Johnson, when discussing the importance of poetry after the events of September 11, 2001, provided an eloquent rationale for poetry in the wake of horror:

Reading the descriptions, seeing the pictures—all it did was breed questions and spiritual angst, and add to the grief. Not that reading those descriptions and knowing what happened fully isn’t important, but clearly, the sudden surfeit of poetry meant people felt there was something lacking in all that prose, something going uncovered.

Source: http://www.mobylives.com/Why_poetry.html

You have two main responsibilities for this lesson:

1. Use the writing process to write a poem.
2. Read/perform your poem in front of an audience of your classmates.

You will be responsible for completing the following forms during this lesson:

- *Remedy/Holocaust Connections*
- *Remedy’s Use of Poetic Techniques*
- *Revision Group Guidelines*
- *Reflecting on the Poetic Finale*

I will provide you with a copy of the rubric I will be using to assess your poem.

STUDENT HANDOUT 2

Name of revision group leader _____

Date _____

REVISION GROUP GUIDELINES

Who are the members of the revision group?

1. _____
2. _____
3. _____
4. _____

Remind members that the revision group provides a supportive environment. Find something positive to say about each person's work. Offer suggestions and criticisms in a friendly, respectful manner.

Remind each writer to take notes on the revision group's comments. Such notes will prove useful when the writer is working on her/his next draft.

Use the questions below to structure the discussion of each person's draft.

1. Will the writer please read her/his draft?
2. What did people like about the draft? Please be specific.
3. What suggestions do people have for the next draft? Please be specific.
4. Ask the writer, "What do you think of the draft and the group's thoughts?"

STUDENT HANDOUT 3

Name _____

Date _____

REMEDY/HOLOCAUST CONNECTIONS

As you listen to Remedy's song "Never Again," make connections to what you have learned during our Holocaust unit. Do not be afraid to make connections to things you have learned about the Holocaust on your own time. For example, maybe a word or phrase in the song resonates with a Holocaust movie you watched with your family.

Word or phrase from song	The word/phrase reminded me of
Word or phrase from song	The word/phrase reminded me of
Word or phrase from song	The word/phrase reminded me of
Word or phrase from song	The word/phrase reminded me of
Word or phrase from song	The word/phrase reminded me of
Word or phrase from song	The word/phrase reminded me of
Word or phrase from song	The word/phrase reminded me of
Word or phrase from song	The word/phrase reminded me of

STUDENT HANDOUT 4

Name _____

Date _____

REMEDY'S USE OF POETIC TECHNIQUES

As you listen to Remedy's song "Never Again," find examples of the following poetic techniques: alliteration, assonance, metaphor, repetition, rhyme, and simile. You will be using these techniques when you write your own rap/poem about the Holocaust. (Onomatopoeia is another technique you may use, but Remedy does not use it.)

<p>Alliteration repetition of an initial sound in two or more words of a phrase (e.g., Billy builds big houses with beige bricks.)</p>	Example from the song
<p>Assonance partial rhyme created by a shared vowel sound (e.g., The napping cat had many bad habits.)</p>	Example from the song
<p>Metaphor a figure of speech in which one thing is spoken of as if it were another (e.g., Your sister is a pig! That's her fourth hamburger!)</p>	Example from the song
<p>Repetition use of a word or phrase to create rhythm or add emphasis (e.g., Are you joking? Are you serious? Are you telling me the truth?)</p>	Example from the song
<p>Rhyme correspondence in the sounds of two or more lines (especially final sounds) (e.g., Sitting by the sea I thought about you and me.)</p>	Example from the song
<p>Simile comparison of one thing with another, using <i>as</i> or <i>like</i> (e.g., She'll probably win tomorrow's race. She runs like a gazelle.)</p>	Example from the song
<p>Onomatopoeia use of words whose sound suggests the sense (e.g., buzz or hiss)</p>	

STUDENT HANDOUT 5

Name _____

Date _____

RUBRIC: POETIC FINALE

1. The poem artfully illustrates the writer's conclusions about the Holocaust.

0 1 2 3 4 5

Comments: _____

2. The conclusions expressed in the poem are historically appropriate.

0 1 2 3 4 5

Comments: _____

3. The poem maintains a respectful tone, honoring the memory of the victims of the Holocaust.

0 1 2 3 4 5

Comments: _____



4. The poem utilizes various poetic techniques (assonance, alliteration metaphor, repetition, rhyme, simile, onomatopoeia).

0 1 2 3 4 5

Comments: _____

5. The person delivers the poem with flair (volume, enunciation, inflection, appropriate gestures/body language).

0 1 2 3 4 5

Comments: _____

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REFLECTING ON THE POETIC FINALE

Please take some time to answer the questions below thoughtfully.

1. What did you like about this activity?

2. What did you not like about this activity?

3. Is there anything you would have done differently if you were the teacher?

4. What was the most challenging part of this activity?



5. What was the easiest part of this activity?

6. What do you think you will remember most about the Holocaust?

7. What do you think you will remember most about our Holocaust unit?

8. How will you bear witness to the Holocaust (and other genocidal events) in the future?
