

LESSON PLAN TITLE: Instructions for Hope

Writer-in-Residence: Hannah Webster trans. Wafaa Mustafa

Grade Level: 10th-12th

Model Works Used: *Instructions on Not Giving Up*, Ada Limón

Literary Learning objective(s): Students will be able to identify differences between the two poems. Identify a prose poem.

Themes: Hope, Turns, Instruction Poetry

MDE/SEL Standards: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Self Management (Stress Management)

Materials Needed: Attached worksheet

Pre-Discussion

What are three small actions you can take to feel calmer when you are worried? What are three things that you see in the world that make you feel hopeful?

Model Poem Discussion

Read the poem Ada Limón

- This poem is made up of 4 sentences. Write each of the four sentences in your own words. How is the last sentence different from the others? How does it work as a “turn” –a surprise, a realization, or a change to what the poem is saying or how the poet is saying it?
 - Other kinds of “turns” in poems might be: suddenly asking a question. Speaking directly to the person reading the poem. Suddenly disagreeing with what you said before. Changing who is talking in the poem.
- How do you think Ada Limón believes we should get through hard times? Underline the lines in the poem that support your thinking.

Writing Prompt

Write your own set of instructions for hope. Write it as a prose poem. Not sure how to write instructions? Look at cookbooks or manuals for clues, or use phrases from the word bank below.

<i>The first step is.....</i>	<i>Go ahead and....</i>	<i>Be careful to....</i>	
<i>Before you...make sure to.....</i>	<i>The final step is...</i>	<i>Be sure to...</i>	<i>Don't worry if...</i>
<i>Lastly....</i>	<i>Remember to.....</i>		

Share / Reflect

- Did you use some of the poetry tools you've learned this year like 5 senses images, hyperbole, metaphor, simile, or personification?
- Did your poem have a "turn" –a place that surprised you as you were writing it or reading it back over? A place where you changed what you were saying or how you were saying it in a dramatic way?

Share this poem with Ms. Webster and Ms. Wafaa to Hannah.r.webster@gmail.com. Or read it to a friend who you think might need some help feeling hopeful right now.

Supplemental Materials

Poems

Worksheet

Check/Highlight all that apply

- Text by a contemporary/diverse author
- Translated text
- Visual Thinking Strategies
- Close reading or other analysis
- At least one step of the writing process
- Planning & Reflection Strategy
- New device, concept or theme
- Social-Emotional Learning
 - Self-Management
 - Social Awareness



- Relationship Skills
- Responsible-Decision Making
- Self-Awareness**

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Instructions on Not Giving Up

Ada Limón

More than the fuchsia funnels breaking out
of the crabapple tree, more than the neighbor's
almost obscene display of cherry limbs shoving
their cotton candy-colored blossoms to the slate
sky of Spring rains, it's the greening of the trees
that really gets to me. When all the shock of white
and taffy, the world's baubles and trinkets, leave
the pavement strewn with the confetti of aftermath,
the leaves come. Patient, plodding, a green skin
growing over whatever winter did to us, a return
to the strange idea of continuous living despite
the mess of us, the hurt, the empty. Fine then,
I'll take it, the tree seems to say, a new slick leaf
unfurling like a fist to an open palm, I'll take it all.