

LESSON PLAN TITLE: You Belong Nowhere But To Yourself

Writer-in-Residence: Jassmine Parks

Grade Level: Middle School & High School

Model Works Used: Group Home Before Miss. Edna's House by Jacqueline Woodson

Literary Learning objective(s): Students will be able to demonstrate how to make effective choices in their own writing based on a series of prewriting exercises & close reading.

Themes: Adapting to change, Overcoming adversity, Bullying

MDE/SEL Standards: Social Awareness, Self Awareness, Responsible Decision Making, Self Management; Demonstrates the knowledge of language & vocabulary acquisition and use.

Materials Needed: Pencil/pen and paper

Opening Activity

Take a couple of minutes to take in everything around you. Fill in the chart with your observations.

What do you see?	What do you hear?	What do you smell?	What do you hear?	What do you feel? (physical touch)

Pre-Discussion

What is the difference between a house and a home?

Take a walk through or think about where you live. What areas of where you live makes you feel like it is or isn't a home?

Has there been a time when you didn't have a home? Describe how you feel about having a home or not having a home.

Model Poem Discussion

Read: "Group Home Before Miss. Edna's House" by Jacqueline Woodson

[Group Home Before Miss. Edna's House By Jacqueline Woodson](#)

- Who does the speaker in the poem refer to as the monsters?
 - Why does she call them that?
 - Later they are referred to as *throwaways*. What does that mean and why are they referred to as such?

- One of the hardest things that the speaker in the poem hears from the "Throwaway Boys" is:
 - "You one of us now."*
 - when the relatives stop visiting*
 - when you don't know where your sister is anymore*

- What do you think the speaker feels about the group home?
 - What lines make you say that?
- After reading the poem, why do you think that "Throwaway Boys" did the things that they did?
 - Do you still think the boys are monsters? Why or why not?

Prewriting

Think about everything that you read and the answers you provided.
Fill in the list.

<p>What makes you feel safe?</p>	<p>What makes you feel as though you belong?</p>	<p>What was something or someone that you loved that you no longer have?</p>
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Writing Prompt

You only need to choose 1 prompt. Be sure to use similes/metaphors and imagery. Please title your poem(s).

- A simile compares two things that are usually not related using the words “like” or “as”
 - example: My macaroni is like the sun.
- A metaphor compares two things that are usually not related without using “like” or “as”
 - example: My macaroni is the sun.
- Imagery engages the human senses using things that relate to:
 - sight
 - hear
 - taste
 - smell
 - touch
 - example: My macaroni stretched across my taste buds and melted in my mouth, it became the sun.

Create a poem in which the speaker in the poem or you lives in a home full of love.

OR

Write a call to your fellow students about the importance of creating spaces in which everyone should feel safe and as though they belong.

OR

Write about the loss of something or someone you loved.

Share / Reflect

Share via:

- If you have internet access & would like to share with fellow youth poets or myself use “Edublog” <https://edublogs.org/?join-invite-code=7652089-insideoutpoetry>
 - you will be prompted to create an account and then your very own blog in which you can upload your work
 - I will check the blogs on Wednesdays and Fridays to provide feedback

- If you have any questions please leave a comment
- If you prefer to keep your work private, you can share with friends, family and/or teachers. Ask for feedback or comments about what they think/feel about your poem.

Reflect:

- What do you consider to be the strongest line of your poem?
- What was the most rewarding part of the writing process?

Supplemental Materials

“Group Home Before Miss. Edna’s House”

by Jacqueline Woodson

The monsters that come at night don't
breathe fire, have two heads or long claws.

The monsters that come at night don't
come bloody and half-dead and calling your name.

They come looking like regular boys
going through your drawers and pockets saying

You better not tell Counselor else I'll beat you down.
The monsters that come at night snatch

the covers off your bed, take your
pillow and in the morning

steal your bacon when the cook's back is turned
call themselves The Throwaway Boys, say

You one of us now.
When the relatives stop coming

When you don't know where your sister is anymore
When every sign around you says

Group Home Rules: Don't
do this and don't do that

until it sinks in one rainy Saturday afternoon

while you're sitting at the Group Home window

reading a beat-up Group Home book,
wearing a Group Home hand-me-down shirt

hearing all the Group Home loudness, that
you *are* a Throwing Boy.

And the news just sits in your stomach
hard and heavy as Group Home food.

Check/Highlight all that apply

- Text by a contemporary/diverse author
- Translated text
- Visual Thinking Strategies
- Close reading or other analysis
- A 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