

DAY FOUR: NOW IT'S YOUR TURN

(You can work in pairs, or not!)

Pick any science topic and brainstorm!!!

Remember you can write from big (earthquake, hurricane, tree) to small (ants, worms).

Think about the science you have been studying lately.

A personal or human story can be mixed in with the science - such as loneliness, hopes, love, loss, imagination – anything!

To get started,

1. Make a list of words (perhaps six) related to your topic
 2. Then next to those words write a word or words off-topic (make a jump to left-of-center!)
 3. Invent a phrase around those words (it does not have to make sense. It's just a way to get you started thinking about a poem. You may or may not use these words later.)
- Think about stanzas for your poem (topics, how many?)

TEACHER EXAMPLE (and use the [Creative Writing Ideas by Marie Kane](#))

Science Topic: Mosquitoes

Word	Off-topic word	Invented Phrase (does not have to make sense - you are just free thinking)
mosquito	dagger	mosquito's new armor
hair	porcupine	I wish I was a porcupine with needles as my hair
protein	muscle, sugar	Protein shake for strength
calories	too many, burn	No breakfast. Burn on the stove
halo	dog catches Frisbee	And that is why we cannot see it
million eggs	caterpillars eat parsley	butterflies to fly with me

DAY FIVE: POETRY ANALYSIS

Students pairs will exchange their poem with one another pair using the checklist below. The checklist will help focus a discussion. Each poem could be discussed with at least one other pair.

If there is time at the end, have students volunteer to read a poem.

POETRY ANALYSIS CHECKLIST

What appeals to you about this poem? Write one lines that you like	
What "facts" of science are in the poem?	

Did you find out some science you didn't know already. What?	
What "facts" of any other subject are in this poem (if any)?	
Is there rhyming in the poem?	
Was there a surprise after a line break? Give an example.	
Why do you think a new stanza started (if there was more than one stanza)? Was it A new topic? An emphasis? To slow the reader down?	
If the poem didn't rhyme, did you notice words that had similar beginnings? List some	
Were there words with similar sounds? List them.	

EXTRA POEM FOR DISCUSSION

Topographies by Nicole Cooley

Marshy spillover is first to flood: where water
first met sand and pilings lost all anchor.

Where nothing rose above the surge, that wall
of black, black water. Where houses buckled, crumbled.

Where the storm's uneven scrawl erased.
While miles away I watched a map of TV weather,

the eyewall spinning closer. A coil of white, an X-ray.
I imagined my parents' house swept to its stone slab.

While I remembered sixth grade science, how we traced the city
like a body, arterials draining in the wrong direction.

We shaded blue the channel called MR GO that pours
from the River to the Gulf, trench the storm water swallowed.

The levees overfilled, broke open. And I came home to see
the city grieving. The city drained then hacked apart.

According to Wikipedia, Nicole Cooley grew up in New Orleans, Louisiana. She got her Ph.D. from Emory University. She is currently a professor at Queens College, City University of New York.

POSSIBLE DISCUSSION POINTS

- what “facts” of science are in this poem?
- what “facts” of any other subject are in this poem (if any)?
- change of topic
 - 1 = intro
 - 2 = weather
 - 3 = memory
 - 4 = Now
- stanzas
 - couplets–why?
 - pause for absorption
 - line endings (pauses)
- Repetitions and rhyme (near-rhyme)
 - black, black
 - alliteration: closer, coil, many “s’s”, wall-buckled-crumbled, overfilled-open, pours-storm, etc
- meaning of entire poem?
 - Hurricane Katrina
 - Topographies meaning shape of land (height)
- in which stanza(s) does the author appear