

Lesson 6:
Two Voice Poems

Lesson Objective(s)	1. Students will apply lessons learned from the Rwandan genocide to the world around them through the use of two-voice poems.
Essential Question (s)	2. How much influence do young adults have on the world around them?
Time/Age	45-minute class period. Grades 9-10
Materials Needed	<p>Teacher: Laptop/PowerPoint Two-Voice Poem handout attached</p> <p>Students: Paper Writing Utensils</p>
Activities	<ol style="list-style-type: none"> 1. Introduction/Discussion: What is a common misconception adults have when it comes to teenagers and their influence on the world around them? 2. Have students brainstorm ways in which teenagers could have an influence on their world/community, but don't always have the opportunity to do so. Have students write their ideas down on a piece of paper. 3. Once students have a list of ways in which our perceptions of young adults in society is skewed, ask them to take on the perspective of a young adult during or after the genocide in Rwanda. 4. Model an example of a two-voice poem, and instruct students to formulate their own version of a two-voice poem. 5. Have students take the post assessment to gauge comprehension.

Assessment	Formative Assessment: Two-Voice poems Summative assessment: Post test
Common Core Standards	<p>CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>
Anticipated Student Pre-conceptions/ Misconceptions	Students tend to have an aversion to poetry. Depending on the class dynamics, using or adhering to a different perspective can be difficult for some students to start when writing.
Instructional Tips/Strategies/ Suggestions for teacher	I found that when I modeled in real time the creation and editing of my own two-voice poem, students were more willing to start their own. I had created one before class, and then modeled the process of brainstorming and creating. I took on the perspective of a teacher after the genocide having to deal with sensitive issues, and then my own voice as a teacher in today's society.
Resources for Lesson Extension	<p>Have students share their two-voice poems to the class.</p> <p>Teacher can also teach poetic devices within this unit such as assonance and alliteration. Have students watch the following video to review alliteration and assonance, and encourage them to use within their poem.</p> <p>https://www.youtube.com/watch?v=JBqMepAc0WQ</p>