

2R.2: LESSON PLAN

Title	Found Poetry: Exploring Words and Phrases in the Fresco
Subject	Reading
Grade Level	6-12
Time	2 days, 30-40 minutes each
Purpose	Students will examine words and phrases in the fresco, learning about technical, connotative, colloquial, figurative, and other meanings. They will then use the words with a stronger sense of how different kinds of words “mean” differently.
Key Questions	<ol style="list-style-type: none"> 1. What kinds of words (concrete vs. abstract, colloquial vs technical, literal vs figurative, nouns vs adjectives vs verbs, etc.) are visible in the fresco? How do different kinds of words “mean” differently? 2. What is a found poem and how does it make meaning? 3. What do the words and phrases in the fresco tell us about the artist and his ideas about Hispanic/Latinx culture? 4. How do words work?
Values	Curiosity about word choice and diction and what they reveal about the artist, Frederico Vigil. Respect for the meanings of words and what they convey.
Materials & Resources	Virtual tour of the fresco; fresco image guide, white paper, pen or pencil; Poetry Foundation website: https://poets.org/glossary/found-poem
Activities	<ol style="list-style-type: none"> 1. Lead students through a virtual tour of the fresco. While looking, ask students to quickly create a list of the words that capture their attention. Ask students to write down at least 20 words as the tour unfolds. 2. On a blackboard or whiteboard, create five columns with the following at top: <i>noun</i>, <i>verb</i>, <i>adjective</i>, <i>adverb</i>, <i>other</i>. Popcorn-style ask students to speak out the words they wrote down while touring the fresco and which column each word belongs to. If a student doesn't know where a word “belongs,” ask others to help. Clarify what a noun, verb, adjective, adverb or other is, while categorizing. 3. Ask students to add notes to the words on their page, throughout the lesson, identifying what kind of words they are using the column titles.

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4. Take a photo of the whiteboard and then erase everything except the columns.
 5. Next, create two columns with the following at top: *concrete*, *abstract*. Again, ask students to populate the columns with their words and discuss. Take a photo and erase.
 6. Next, create two columns with the following at top: *colloquial*, *technical*. Repeat the above.
 7. Finally, create two columns with the following at top: *literal*, *figurative*. Repeat the above except do not erase the board this time. Take the time you need to help students understand what “figurative” means.
 8. In pairs or trios, have students discuss words whose meanings they don’t know. Start with sharing knowledge and guessing; then students can consult a dictionary. Students should be taking notes, expanding what they know about words on their list, throughout the lesson.
 9. Back in a large group, engage students in a discussion: now that they’ve learned much more about words in the fresco, what do the words tell us about Hispanic culture, the topic of this work of art?
 10. Teach the “found poem.” For help, take students to the Poetry Foundation’s website to learn about found poems and to read some poems. Emphasize the juxtaposition of different kinds of words as something that makes found poems exciting.
 11. For homework, ask students to write a found poem with their fresco words. Challenge them to juxtapose different kinds of words in interesting ways and make something fresh and new.
 12. On day two, ask students to share their poems in small groups and/or large group. Ask each student to share what they like about their word combinations and what they discovered about juxtaposing different kinds of words.

Evaluation/Assessment

[Share results of the lesson with the NHCC](#); [Reading Rocket](#) assessment tools; formative and summative assessment (e.g. [Edutopia](#); [CRLI](#)); state standards assessment tools.

