Teacher Notes

Pantoum Poems and Pop Songs

Activity 2
Creating Pantoum Poetry

Activity at a Glance

- **Subject:** English
- **Subject Area:** English/Language Arts
- **Category:** Literary Genres
- **Topic:** Poetry
- **Grade Level:** 7 - 12
- **Prerequisites:** None
- **Total Teaching Time:** 45-100 minutes (about 1-2 class periods)

Materials

- TI-83 Plus
- TI External Keyboard
- Unit-to-unit cable
- NoteFolio™ Application
- Song Lyrics
- Student Work Sheet: **Pantoum Writing Guide**
- NoteFolio™ resource file: **GROPAN.8xv** Writing Guide
- **Pantoum Poems.edc** Rubric LearningCheck™ resource file
- Teacher Guide: **Rubric for Assessing Group Pantoum** (optional)
- Instructions for Using the TI-83 Plus

Activity Overview

Students, working in small groups, will borrow lyrics from their favorite songs to create pantoums that will be presented to an audience.

Tip

Some students may bring lyrics that may not be appropriate for the classroom. I like to have lyrics from currently popular songs handy for just such an occasion. Do not rely on what you think is popular. Do your research. Check the following sites for up-to-date information on popular music:

> http://www.billboard.com

> http://www.mtv.com

http://www.cmt.com

http://web.icq.com/channels/music/latin

The Billboard site is particularly useful as it has charts for a variety of music genres.

You may even want to conduct a survey with your students about what songs they like a week before doing this lesson. Use the following sites to search for lyrics:

http://www.lyrics.astraweb.com

http://www.lyrics.ch

http://www.lyrics.com

Directions

Before the Activity Begins

Review with the class what the homework assignment was. Also review the basic structure of a 16-line, four-stanza pantoum:

1
2
3
4

2
5
4
6

5
7
6
8

7
3
8
1

Provide each group with a copy of the student work sheet, **Pantoum Writing Guide**, and a copy of the rubric you will use to assess them. Both of these are available electronically with this lesson. (**GROPAN.8xv** is the NoteFolio™ file for the writing guide, and **Pantoum Poem.edc** is the LearningCheck™ file that contains the rubric.)

During the Activity

Students, in small groups, will borrow the lyrics from the songs they brought to class to create pantoums that will be presented to an audience. Each group will use two lines from each of the four songs as raw material for the group's pantoum. (A 16-line, four-stanza pantoum has eight unique lines in it.)

Suggest to students that they should look for thematic connections or shared vocabulary when deciding which line from the four songs to use.

After the Activity

While one student types the final version of the pantoum on a device, the other three students can be orchestrating the group reading of the pantoum. The typist shares the completed pantoum with other group members using the unit-to-unit cable.

Accessing the NoteFolio™ Application on the TI-83 Plus

The following procedure enables you to access the NoteFolio™ Application. It assumes that the software is already installed on the device.

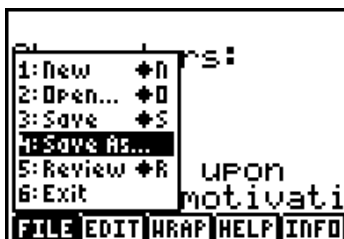Note: The NoteFolio™ App is most efficiently used on the TI-83 Plus with the TI Keyboard.

1. Turn on the device and press APPS to display the list of installed applications. Select the **NoteFlio** Application by using ▲ ▼ to scroll to it in the list.

```
APPLICATIONS
1:Finance…
2:CBL/CBR
3:CelSheet
4:CtlgHelp
5:GeoMastr
6:LearnChk
7↓NoteFlio
```
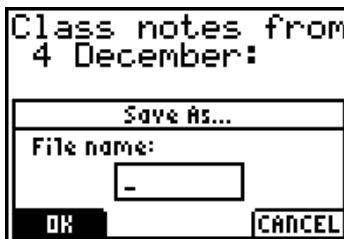
2. Press ENTER. Press any key to clear the NoteFolio™ App Introduction screen. A blank (new) NoteFolio™ App file is initially displayed.

```
UNTITLED          MENU
```

3. Students complete the exercise in the opened file.

4. When each student is finished, the file can be saved. To save a NoteFolio™ App file, press **Menu**. Use ▼ to highlight the Save As option.

```
rs:
1:New     ♦N
2:Open…   ♦O
3:Save    ♦S
4:Save As…
5:Review ♦R  upon
6:Exit       motivati
FILE EDIT WRAP HELP INFO
```

5. Press ENTER. The Save As… box is displayed. If any text appears in the File name box, press CLEAR to remove it. Type the new file name, and remember to use uppercase letters and numbers only.

   Note: If you are not using a TI Keyboard, remember to press the ALPHA key to type letters.

```
Class notes from
 4 December:

      Save As…
File name:
   ___

 OK         CANCEL
```

6. Press **OK** to save the file.

Sending and Receiving Files using the Unit-To-Unit cable:
To Send:

1. Press the ⟦2nd⟧ key, then the ⟦X,T,Θ,*n*⟧ key.

2. Press ⟦▲⟧ ⟦▼⟧ to scroll to the **App Var** option. Press ⟦ENTER⟧

```
SEND RECEIVE
9↑Real…
0:Complex…
A:Y-Vars…
B:String…
C:Apps…
D:AppVars…
E↓Group…
```

3. Use the up and down arrows to scroll to **GROPAN**.

```
SELECT TRANSMIT
▶*GROPAN    AVAR
 *MMIMCIT   AVAR
  NavPlay   AVAR
 *S01       AVAR
 *TICSfile  AVAR
```

4. Press ⟦ENTER⟧ to select GROPAN.

5. Use the up and down arrows to select **TRANSMIT**. Press ⟦ENTER⟧ to send the AppVar to the receiving device.

```
SELECT TRANSMIT
1:Transmit
```

To Receive:

NOTE The receiving device needs to be "ready" to receive before the sender transmits.

1. Press the ⟦2nd⟧ key, then the ⟦X,T,Θ,*n*⟧ key.

2. Press ⟦▶⟧ to highlight **RECEIVE**.

```
SEND RECEIVE
1:Receive
```

3. You will see the device displaying **Waiting** while the transfer is being made.
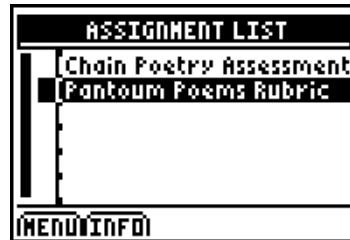
Accessing the LearningCheck™ Application on the TI-83 Plus

The following procedure enables you to access the LearningCheck™ Application. It assumes that the software is already installed on the device.

1. Turn on the device and press the **Apps** key to display this screen. Select the **LearnChk** Application by highlighting the selection number using ▲ ▼. Press ENTER.

   ```
   APPLICATIONS
   1:Finance…
   2:CBL/CBR
   3:CelSheet
   4:CtlgHelp
   5:GeoMastr
   6:LearnChk
   7↓NoteFlio
   ```
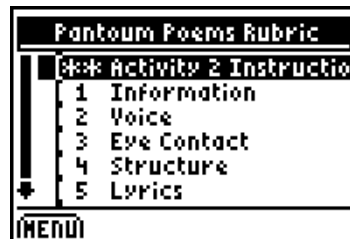
2. Press ENTER to move past the title screen. The **Assignment List** is displayed. Use ▲ ▼ to highlight the **Pantoum Poems Rubric** assignment, and then press ENTER.

   ```
   ASSIGNMENT LIST
   Chain Poetry Assessment
   Pantoum Poems Rubric

   MENU INFO
   ```

3. Enter your ID to sign in, and then press ENTER to open the file.

   ```
   ASSIGNMENT SIGN IN

   PLEASE ENTER
   YOUR ID:

   _

   BACK
   ```

4. The first entry gives instructions for the assignment. Highlight this option, and then press ENTER to open it.

   ```
   Pantoum Poems Rubric
   ※※ Activity 2 Instructio
   1  Information
   2  Voice
   3  Eye Contact
   4  Structure
   5  Lyrics
   MENU
   ```
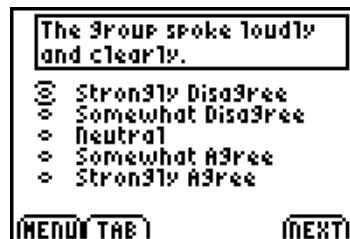
   Read the section instructions. Use the ▼ to scroll down the page. (The long bar and down arrow on the left side indicates there is more text to view that is not displayed on the screen.)
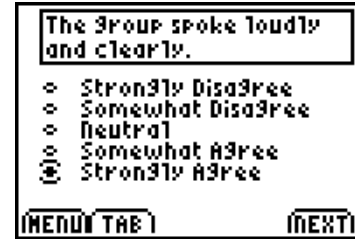
   ```
   Record the names of
   your group members and
   today's date before using
   the following rubric
   ANS

   MENU ANS          NEXT
   ```

5. To continue to the assessment questions, press **NEXT** (using the GRAPH key.)

   Use the **TAB** key to move the cursor to the answer you want to select.

   ```
   The group spoke loudly
   and clearly.

   ⊗ Strongly Disagree
   ○ Somewhat Disagree
   ○ Neutral
   ○ Somewhat Agree
   ○ Strongly Agree

   MENU TAB          NEXT
   ```

6. To select an answer, press ENTER. Press **NEXT** to continue to the next question.

   When all questions are answered, the **LearningCheck**™ Application redisplays the list of questions in the file.

Student Work Sheet
Pantoum Writing Guide

Name: _____

Date: _____

1 _____
2 _____
3 _____
4 _____

2 _____
5 _____
4 _____
6 _____

5 _____
7 _____
6 _____
8 _____

7 _____
3 _____
8 _____
1 _____

Teacher Guide

Rubric for Assessing Group Pantoum

Circle the number that indicates your degree of agreement with the statement.
1 = strongly disagree, 2 = disagree, 3 = partially agree and partially disagree,
4 = agree, 5 = strongly agree. Under each rating, briefly explain your selection.

1. The group spoke loudly and clearly.

   1   2   3   4   5

   _____
   _____

2. The group maintained eye contact with the audience.

   1   2   3   4   5

   _____
   _____

3. The poem was structured as a pantoum.

   1   2   3   4   5

   _____
   _____

4. The group found inventive ways to use lyrics from popular songs in its pantoum.

   1   2   3   4   5

   _____
   _____

5. The pantoum was free of distracting errors.

   1   2   3   4   5

   _____
   _____

6. The group gave credit to the songs, the sources of their words.

   1   2   3   4   5

   _____
   _____