



Title: “Blackout Poetry”

Students will start with a text sample, including but not limited to prose, quotations, paragraph samples provided by the teacher and create blackout poetry. This will be done digitally using Lumio

<https://www.smarttech.com/lumio>.

Materials

Lumio

Text Samples from Notebook Lesson “Blackout Poetry”

Student Objectives

Students will learn what Blackout Poetry is through examples.

Students will use digital ink through Lumio and mark/block out lines of text and circle or box out important words and phrases for their resulting poem. During the process of creating their Blackout Poem, students will pay attention to context and imagery to create meaning.

Teacher Technology Skills Needed

- Uploading a Notebook file into Lumio for the lesson
- Conducting teacher-led pacing, then doing student handouts on Lumio
- Using the Lumio inking tools and text tools
- Doing a screen capture of each student poem (lesson extension)
- Creating a link and posting information inside Google Classroom for students to share their work. (lesson extension)

Materials

SMART Notebook Lesson (or pdf version) “Blackout Poetry” from our ERC Lesson library, found here: <https://otis.teq.com/erc/item/93> .

Online connection to Google Classroom <http://classroom.google.com> .

Online connection to SMART Learning Suite <http://suite.smarttech.com> .

Standards

9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.




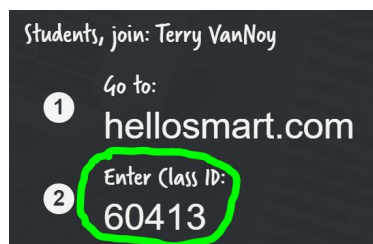
9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.

((same for **11-12** level))

Procedure

1. The teacher invites students into the Lumio session. The teacher logs in to <http://suite.smarttech.com> or lum.io and starts the presentation/ lesson file (this has already been uploaded in the teacher's library).
2. After clicking on the Share button , the teacher will show the instructions for students to join:



3. Students will go to hellosmart.com and use the teacher's Class ID number.
4. Once everyone arrives, the teacher will move through the presentation and explain what blackout poetry is and what the instructions are for their assignment:
 - a. #1 Title Slide, showing some examples of blackout poetry
 - b. #2 More examples
 - c. #3 Instructions
 - d. Skip to #12, the "To Kill a Mockingbird" example. Use it to model the choosing of the anchor words and the blacking out of the rest of the text.
5. Mention that students will now be assigned a text page and a list page after it to create their poems.
6. Share with the class the student poems either live in this Lumio session or later in a Google Classroom session (see extension below).



Extension Activities

After creating their blackout poems inside Lumio lesson pages, the teacher will use the Snipping Tool (PC) or do a Mac screenshot to create picture files that can be uploading into the teacher's Google Drive. From there, the teacher can share them with all the students in class for discussion.

An alternative is for students to take their own screenshots and insert them into a shared Google Slides presentation.