

# What My Name Means

A beautiful poem about how others see us and how we see ourselves

## About the Poem

**Lexile:** n/a

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to analyze a poem and use it as a model to write an original poem

## Key Skills:

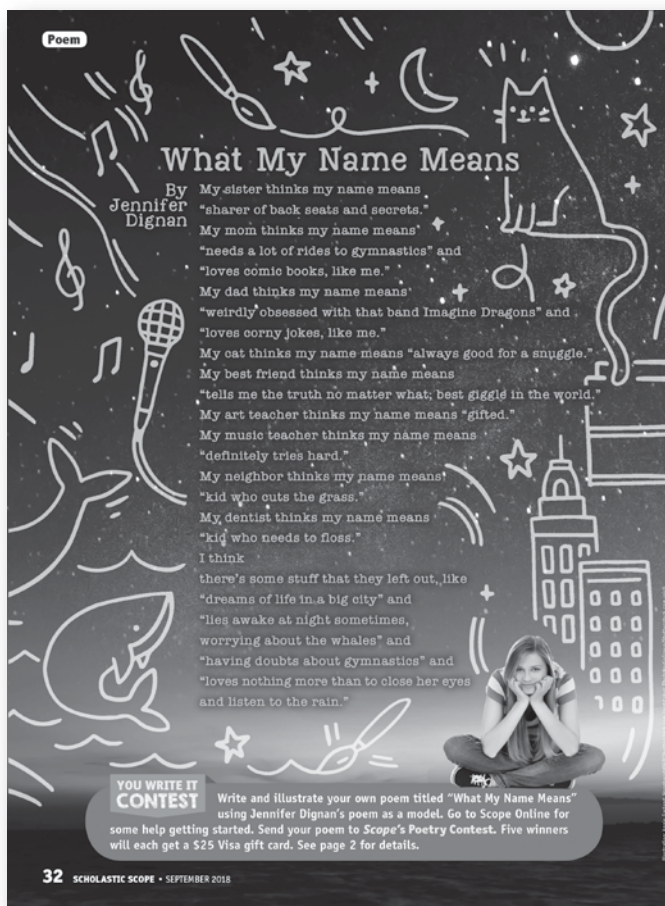
close reading, key ideas and supporting details, inference, theme, poetry writing

## Essential Questions:

- What determines identity?
- How do we define and categorize ourselves?
- In what ways are our identities defined by others?

## Standards:

The texts and the lesson support these Common Core Anchor Standards: **R.10, W.3.** For more standards information—including TEKS—go to Scope Online.



## Your Teaching Support Package

Find your full suite of materials at  
**scope.scholastic.com.**

### Audio:

- The poem

### Activities to print or project:

- Analyzing Poetry
- Guided Writing: Poetry
- Contest Entry Form

# Step-by-Step Lesson Plan

## Poetry Analysis, Poetry Writing

### 1 Preparing to Read

#### Discuss the concept of identity.

(15 minutes)

- Write the word *identity* on the board and ask students to come up with a definition for it. Share definitions as a class.

- Project any or all of the following questions to discuss in small groups:

*What factors make up a person's identity? What parts of our identities are visible? What parts are invisible? How do we define and categorize ourselves? Is identity constant—or does it change? What shapes identity? How do other people's perceptions of us shape our identities? Do others see you the way you see yourself? Are you the same person to everyone?*

### 2 Reading and Discussing

#### Read and analyze the poem.

(45 minutes, audio and activity sheet online)

- Listen to and read the poem three times. First, have students close their eyes as they listen to a recording of the poet reading it aloud (available at Scope Online). Then have students follow along in the magazine as they listen to the recording a second time. Finally, have students read the poem to themselves aloud or silently. Discuss how each experience affected them.
- Have students work in pairs or small groups to complete the **Analyzing Poetry** activity. Then come together as a class to share what students discovered. (Alternately, project the activity and complete it as a class.)
- Discuss: Did the poem deepen or change your thinking about the questions discussed at the start of class? How would the speaker of the poem answer those same questions?
- Discuss the artwork that accompanies the poem—the doodles, the girl, and the

background photo. What is the mood of the artwork? Why do you think the designer likely chose these images?

- Have students revisit the definition they wrote for *identity* at the beginning of class. As an exit ticket, have students revise or expand upon their definition based on their discussions and experience with the poem.

### 3 Skill Building

#### Guided Writing: Poetry

(55 minutes, activity sheet online)

- Have students work individually to complete the **What Your Name Means** guided writing activity. This graphic organizer walks students through the process of writing their own poem with the title “What My Name Means,” using Jennifer Dignan’s poem as a model.
- Have each student write a first draft of his or her poem. Students should come back to their poems for homework or on the following day of class for revision and editing.
- Have students publish their poems with accompanying artwork, either by following Dignan’s model—adding personal doodles related to their poem—or coming up with their own idea. Or, students could create an audio or video recording or a slideshow of images, or memorize the poem for a live performance.
- Host a poetry slam and invite students to share and perform their poems as a class. Post the poems around the room, play the video and audio recordings, and invite students who would like to read or perform their poems to do so.
- Optionally, send students’ poems to *Scope*’s Poetry Contest using the **Contest Entry Form** found at Scope Online. (For the contest, entries must be written or typed and sent by mail or email. Slideshows, videos, and audio files will not be accepted for the contest.)