

## **Letter to Younger/Future Self Poems** by Teré Fowler-Chapman

*This lesson was designed to prepare for the visit of Patrick Rosal and Evie Shockley in CAPE high school. I felt like these students could use these themes to write beyond their current state.*

### **Funds of Knowledge Freewrite (10 mins)**

Students write using the following prompt:

*The first words we spoke*

Students read and discuss:

*How do we learn language? Who teaches us? Who do we teach?*

### **Poem Annotation Description (20 mins)**

Introduce poetry as its own language and annotate the following poems:

Patrick Rosal's "Children Walk on Chairs to Cross a Flooded Schoolyard"

Evie Shockley's "*from* The Lost Letters of Frederick Douglass"

Students underline lines they understand and circle lines they are curious about. Students write the message they receive from these poems on the right-hand side of each poem and discuss how they connect with another.

### **Group Discussion (10 mins)**

Discuss each poem's individual message and introduce literary devices used to write poetry. Discuss how poems connect one to another.

### **Individual Writing (15 mins)**

Prompt: Write a poem that takes the form of a letter. Be sure to address the "you" in the poem to the younger/older version of yourself. Use the literary devices from the discussion to make your letter take the shape of a poem.

You can begin your poem using the following prompts:

- Dear younger self,
- Dear future me,

### **Sharing (5 mins)**

Students are invited to share their writings with the class\*

\*optional