

**CIED 5253**  
**Special Methods II**  
**Fall 2009**  
**Dr. Bowles**

### ***In-class Assignment: Found Poem***

Goal: to practice using an intermediate to advanced level activity that could be used in one of your internship classes and connects to the Five Cs of foreign language learning: communication, culture, comparisons, connections, and community.

Objective: Students will be able to demonstrate knowledge of creative lesson planning by determining how they will create a found poem in the target language from excerpts of The Little Prince (Chapter XIV).

Materials: Handout of Chapter XIV in French, German, or Spanish. Markers and poster board.

Directions:

1. In your language family, read the selection and determine what language aspect (lexis, syntax) that you should target for a level III, AP, or native speaker class in order for them to create a found poem.
2. Underline the targeted language aspect on your papers.
3. Copy all the underlined elements on a piece of paper. Keep the elements in order and double-space between the lines.
4. Eliminate any items that you think are unnecessary for your poem.
5. Decide how you want to “design” the found poem.
6. Copy the final version on your poster.
7. At the bottom of the poem, write down the standards that apply to this activity.
8. Present to the class.

#### ***What is a found poem?***

“Found poems take existing texts and refashion them, reorder them, and present them as poems. The literary equivalent of a collage, found poetry is often made from newspaper articles, street signs, graffiti, speeches, letters, or even other poems.

“A pure found poem consists exclusively of outside texts: the words of the poem remain as they were found, with few additions or omissions. Decisions of form, such as where to break a line, are left to the poet.”

*Retrieved from <http://www.poets.org/viewmedia.php/prmMID/5780>*