

BASIC INFORMATION	
Summary	After experiencing a guided tour of Jose Montoya's exhibit, students will focus primarily on the “Resonant Valley” poem to create an imitation or a poem written in inspiration of another, based on the excerpt painted on the gallery walls. Students will think about their own connections to create a poem stanza around similar themes.
Grade Level	6th and up
Time Frame	25-30 minutes
Subject(s)	ELD, ELA
Topic(s)	Interpreting poetry and responding in writing, literacy
MATERIALS	
Instructional Materials	<p><i>For facilitator:</i> Have a copy of “Resonant Valley” by Montoya, particularly an excerpt painted on the gallery wall</p> <p><i>For participants:</i> Templated poem handout or blank printer paper, writing utensils</p>
STANDARDS, OUTCOMES AND OBJECTIVES	
Learning Standard(s)	<p>California ELD Standards Interacting in Meaningful Ways: Interpretive B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf page 99</p> <p>CCSS.ELA-LITERACY.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CCSS.ELA-LITERACY.L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CCSS.ELA-LITERACY.L.7.10:</p>

	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Learning Outcome/Goal	Students will be able to: <ul style="list-style-type: none"> ● Discuss the poem and its meaning, including personal responses and interpretations ● Create their own imitations of the excerpt, creating a brief “poem of place” response
Lesson Objective(s)	Students will read, discuss, and respond to “Resonant Valley” by Montoya. The lesson will focus on the elements of place and personal storytelling, modeling what students will focus on for their own imitation exercises. Students will create a short poem response based on Montoya’s excerpt painted in the front gallery.
Academic Vocabulary	Poetry, storytelling, imitation, response
Guiding Question(s)	<ul style="list-style-type: none"> ● <i>How does the poet give a sense of where he’s from and the places that are important to him?</i> ● <i>What do you think about where you’re from? What does it mean to you?</i> ● <i>How can we use Montoya’s writing elements to create our poem responses?</i>
LEARNING EXPERIENCES	
Procedure or Sequence of Activities	<p>NOTE: This can take place during the exhibition tour or after, but focuses primarily on the “Resonant Valley” installation at the front of the gallery.</p> <p>I. INTRODUCTION Students are each given a handout, one side that has the excerpt of Resonant Valley printed on it, and the back side that has a “fill in the blank” template using some words from the poem to begin student responses.</p> <p>II. READING & DISCUSSION Read the poem aloud in a group, and discuss thoughts/impressions and its relevance to the Central Valley. Pose questions to students regarding where they live/are from and why those places are important to them.</p> <p>III. POEM WRITING After discussion (5-10 minutes), students are given time to attempt their own Montoya poem stanza with the template on the back of the page. Students begin with “.....” and create their own stanza based on this. (5-10 minute writing time).</p>

	<p>IV. SHARING & REFLECTION</p> <p>Allow time for sharing, either of the stanzas themselves or the experience of writing in this style. Wrap up by encouraging students to continue writing their poems from there or to attempt their own entirely new poems about their personal histories, as Montoya does. (5 -10 minutes).</p>
<p>PLANNING CONSIDERATIONS</p>	
<p>Differentiated Instruction</p>	<ul style="list-style-type: none"> ● Adaptation for students who need extra support: ● Adaptation for older students: No template, just the prompts to write a short poem of place utilizing similar themes and styles as Montoya.
<p>Students will...</p>	<ul style="list-style-type: none"> ● Discuss poetry and their personal reactions to the installation ● Consider place as a significant source of personal history and emotion ● Utilize poetry as a form of storytelling ● Attempt an imitation of Montoya's poem using either a set template or parameters
<p>RESOURCES</p>	
	<p>Poem: Resonant Valley</p> <p>Handout</p>

Handout mockup:

Imitation: "Resonant Valley" by Jose Montoya

When I was young, among the

towns like _____,

From a family of

Written by: _____