



Found in Rhetoric

Leveraging Found Poetry to Assess Critical Thinking & Communication

Cassiopeia Guthrie
Distinguished Teacher in Residence
California State University, San Marcos



CSU The California State University
CENTER FOR THE ADVANCEMENT
OF READING AND WRITING (CARW)

ERWC
Integrating Reading, Writing, & Rhetoric

Agenda

- **Stoke**
- **Norms/Outcomes**
- **Lesson**
- **Text Choice**
- **Rhetorical Interpretations**
- **Application: Poetry Writing & Art**
- **Poetry Read Exhibition**
- **Debrief**



Stoke

**Everyone wanders around.
When you hear the audio
cue, stop to greet a partner
according to the scenario
on the screen.**



- Your partner is a long-lost friend.
- You're 70% sure your partner is famous.
- You shared an awkward first date last week with your partner.
- Make up your own!

4. LONG LOST FRIENDS

How's the
3rd wife?



Oh, yes.
She's great!



NURTURE CAMARADERIE + BOOST ENERGY

Norms

- ★ Celebrate learning
- ★ Seek to understand
- ★ Keep students at the center
- ★ Share your truth
- ★ Suspend judgment
- ★ Assume positive intent/acknowledge impact
- ★ Our ideas belong to the group

Outcomes

Today, we will:

- generate rhetorical interpretations of self-selected texts, focusing on suasive diction and claims
- apply rhetoric and suasive diction to create a Found Poem
- participate in an exhibition of our work

1-2 Days

- generate rhetorical interpretations of self-selected texts, focusing on suasive diction and claims
- select rhetoric and suasive diction

1-2 Days

- use selected rhetoric and suasive diction to create a Found Poem
- leverage upcycled materials into a collage which matches our intended rhetoric

2 Days

- exhibit work via a Poetry Reading or competition
- explain, defend, and analyze to what extent a poem/collage effectively presents the intended rhetoric/ position on the topic selected

1-2 Days

- generate rhetorical interpretations of self-selected texts, focusing on suasive diction and claims
- select rhetoric and suasive diction

1-2 Days

- use selected rhetoric and suasive diction to create a Found Poem
- leverage upcycled materials into a collage which matches our intended rhetoric

2 Days

- exhibit work via a Poetry Reading or competition
- explain, defend, and analyze to what extent a poem/collage effectively presents the intended rhetoric/ position on the topic selected

15 minutes

1-2 Days

- generate rhetorical interpretations of self-selected texts, focusing on suasive diction and claims
- select rhetoric and suasive diction



FOUND IN RHETORIC: ABBREVIATED DRAFT PROCESS

VOCABULARY WORD BANK

Theme - a writer's central idea or main message
Symbol/Symbolism - anything (object, person, animal, event, or place) that represents itself but also stands for something else on a figurative level
Rhetorical appeals - emotional, ethical, and logical arguments used to persuade an audience to agree with the writer or speaker

- **Ethos** - a rhetorical appeal that focuses on the character or qualifications of the speaker
- **Pathos** - a rhetorical appeal to the reader's or listener's senses or emotions
- **Logos** - a rhetorical appeal that uses factual evidence and logical thought to appeal to the audience's sense of reason

Connotation - the associations and emotional overtones attached to a word beyond its literal definition, or denotation; a connotation may be positive, negative, or neutral
Denotation - the precise meaning of a word
Diction - a writer's word choices, which often convey voice and tone

- **Suasive language** - language which serves to persuade
- **Pejorative language** - derogatory terms intended to lessen one's opinion about the subject; language with negative connotation
- **Ameliorative language** - complimentary terms intended to improve one's opinion about the subject; language with positive connotation

Found poem - a poem composed from words and phrases found in another text

Directions:

1. Select the text that appeals most to you from the article options provided.
2. As you read your selected text, **highlight or underline** words that you feel are most *important, moving, powerful* from a rhetorical appeals perspective, or that show *strong suasive diction*. **You should have between 50-100 words highlighted by the time you are finished.**
3. Now, **answer the following questions** about your article.

Article Title _____ Author _____

What is the author's **main claim**?

To what extent do you **agree/disagree** with this article? Shade your level of agreement on the scale below:

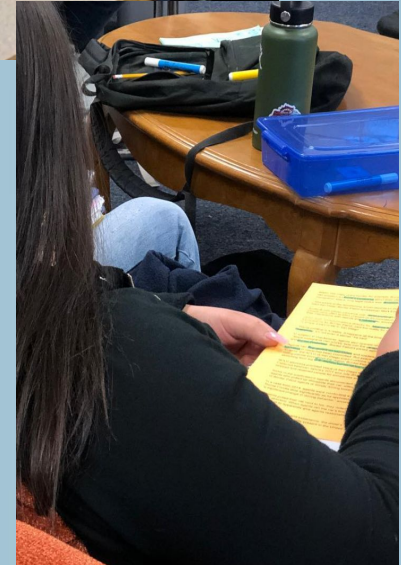
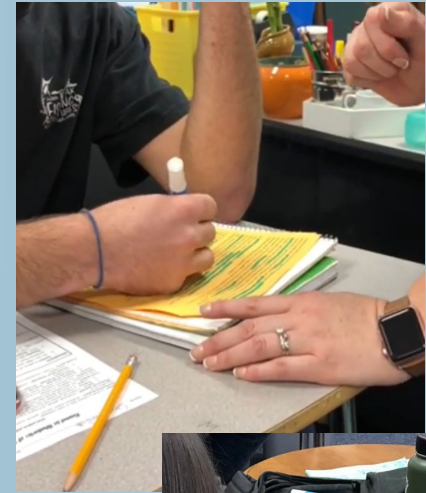
Strongly agree Strongly disagree

What are your **personal feelings** about the topic presented in this article? Explain.

Drafting Your Poem: Today, we will be using the rhetoric and diction that you have selected and pairing them with your own personal feelings about the topic or the piece in order to create a **FOUND POEM** or a poem composed from words and phrases found in another text. Some suggestions to consider while creating your poem:

- It is best to start constructing lines for your poem in the margins of your article before writing it in the space below; this allows you to make sure that you have everything that you need and that you are satisfied with the order before you commit to the structure. Rearrange the order if necessary. Add any necessary line breaks to create the layout that best emphasized the most significant ideas and rhetoric in the poem. It can help to read aloud as you arrange the words, testing each line break by pausing slightly.

Continue onto the reverse when ready!



20 minutes ~~1-2 Days~~

- Review your selected/highlighted words. Cross out anything that doesn't seem to fit with how you feel about the topic or that you don't think would work in a poem as a whole. Consider the tone that the details and diction you've selected convey. Make sure that you have words that communicate your emotions and that are powerful when it comes to the topic of the poem.
- You can also change punctuation and grammar as needed in order to make your poem work (for example, if you need to change the tense, add an 's' to make something plural/possessive, or capitalize, please do!). You may also add up to THREE WORDS to make the poem flow more smoothly or to make a point. Yes, only 3.

Sample Poem:

Original Text: Excerpt: For Black Motorists, a Never-Ending Fear of Being Stopped (National Geographic)

An idyllic afternoon of Little League baseball followed by pizza and Italian ice turned harrowing when two police officers in Bridgeport, Connecticut, stopped Woodrow Vereen, Jr., for driving through a yellow light. A music minister at his church, Vereen struggled to maintain eye contact with his young sons as one of the officers instructed Vereen, who is black, to get out of the car and lean over the trunk, and then patted him down. Vereen could see tears welling in the eyes of his seven- and three-year-old sons as they peered through the rear window. He cringed as folks at a nearby bus stop watched one of the officers look through his car. He never consented to the 2015 search, which turned up nothing illegal. Across the country, law-abiding black and Hispanic drivers are left frightened and humiliated by the inordinate attention they receive from police, who too often see them as criminals. Such treatment leaves minorities feeling violated, angry, and wary of police and their motives.

Final Found Poem:

An idyllic afternoon
In 2015,
baseball, pizza
and Italian ice with dad,
a church music minister.
A yellow light.
Stop. Search.
Sons peered as police patted,
Tears welling in their eyes.
Frightened.
Seven. Three.
Folks at a
nearby bus stop watched
Nothing illegal.
Humiliation and attention
violated, angry, wary
law-abiding
minorities.

Write your FOUND POEM in the space below:

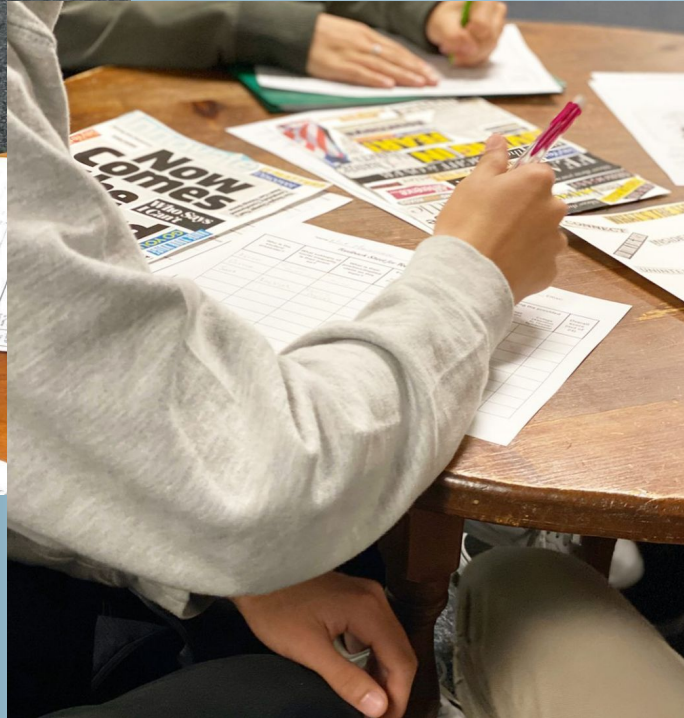
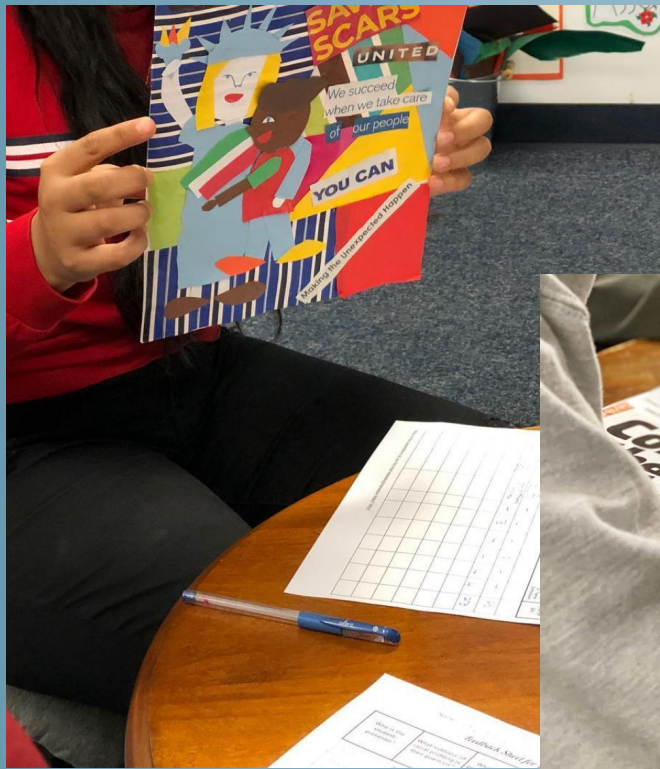
Rhetoric as Imagery Collage: When you are finished, move your final draft to one side of the cardstock. Then, start pulling images from magazines that align with or are symbolic of your intended rhetoric. Design a collage that visually communicates your beliefs or feelings. Glue your collage onto the opposite side of your cardstock. Consider:

- the individual pieces you are using and the interrelationships between those pieces,
- what different elements (colors and images) might symbolize, and
- how you can intentionally lay out your collage as a whole to best communicate tone and theme.

- use selected rhetoric and suasive diction to create a Found Poem
- leverage upcycled materials into a collage which matches our intended rhetoric

as time allows!





5 minutes ~~2 Days~~

- exhibit work via a Poetry Reading or competition
- explain, defend, and analyze to what extent a poem/collage effectively presents the intended rhetoric/ position on the topic selected



FOUND IN RHETORIC: ABBREVIATED DRAFT PROCESS

VOCABULARY WORD BANK

Theme - a writer's central idea or main message

Symbol/Symbolism - anything (object, person, animal, event, or place) that represents itself but also stands for something else on a figurative level

Rhetorical appeals - emotional, ethical, and logical arguments used to persuade an audience to agree with the writer or speaker

- **Ethos** - a rhetorical appeal that focuses on the character or qualifications of the speaker
- **Pathos** - a rhetorical appeal to the reader's or listener's senses or emotions
- **Logos** - a rhetorical appeal that uses factual evidence and logical thought to appeal to the audience's sense of reason

Connotation - the associations and emotional overtones attached to a word beyond its literal definition, or denotation; a connotation may be positive, negative, or neutral

Denotation - the precise meaning of a word

Diction - a writer's word choices, which often convey voice and tone

- **Suasive language** - language which serves to persuade
- **Pejorative language** - derogatory terms intended to lessen one's opinion about the subject; language with negative connotation
- **Ameliorative language** - complimentary terms intended to improve one's opinion about the subject; language with positive connotation

Found poem - a poem composed from words and phrases found in another text

Directions:

1. Select the text that appeals most to you from the article options provided.
2. As you read your selected text, **highlight** or **underline** words that you feel are most *important, moving, powerful* from a rhetorical appeals perspective, or that show *strong* *suasive* *diction*. You should have between 50-100 words highlighted by the time you are finished.
3. Now, answer the following questions about your article:

Article Title _____ Author _____

What is the author's **main claim**?

To what extent do you **agree/disagree** with this article? Shade your level of agreement on the scale below:

Strongly agree

Strongly disagree

What are your **personal feelings** about the topic presented in this article? Explain.

Drafting Your Poem: Today, we will be using the rhetoric and diction that you have selected and pairing them with your own personal feelings about the topic or the piece in order to create a **FOUND POEM**, or a poem composed from words and phrases found in another text. Some suggestions to consider while creating your poem:

- It is best to start constructing lines for your poem in the margins of your article before writing it in the space below; this allows you to make sure that you have everything that you need and that you are satisfied with the order before you commit to the structure. Rearrange the order if necessary. Add any necessary line breaks to create the layout that best emphasized the most significant ideas and rhetoric in the poem. It can help to read aloud as you arrange the words, testing each line break by pausing slightly.

In class:

- Use ERWC Template
 - Survey the Text
 - Read With the Grain
 - Read Against the Grain
- Dialogic circles surrounding suasive diction

In class:

- Workshop poems
- Thematic and symbolic visual rhetoric lessons
- Extended design process
 - Upcycled materials
 - Digital design

- Review your selected/highlighted words. Cross out anything that doesn't seem to fit with how you feel about the topic or that you don't think would work in a poem as a whole. Consider the tone that the details and diction you've selected convey. Make sure that you have words that communicate your emotions and that are powerful when it comes to the topic of the poem.
- You can also change punctuation and grammar as needed in order to make your poem work (for example, if you need to change the tense, add an "s" to make something plural/possessive, or capitalize, please do!). You may also add up to THREE WORDS to make the poem flow more smoothly or to make a point. Yes, only 3.

Sample Poem:

Original Text: Excerpt: *For Black Motorists, a Never-Ending Fear of Being Stopped* (National Geographic)

An idyllic afternoon of Little League baseball followed by pizza and Italian ice turned harrowing when two police officers in Bridgeport, Connecticut, stopped Woodrow Vereen, Jr., for driving through a yellow light. A music minister at his church, Vereen struggled to maintain eye contact with his young sons as one of the officers instructed Vereen, who is black, to get out of the car and lean over the trunk, and then patted him down. Vereen could see tears welling in the eyes of his seven- and three-year-old sons as they peered through the rear window. He cringed as folks at a nearby bus stop watched one of the officers look through his car. He never consented to the 2015 search, which turned up nothing illegal...

Across the country, law-abiding black and Hispanic drivers are left frightened and humiliated by the inordinate attention they receive from police, who too often see them as criminals. Such treatment leaves minorities feeling violated, angry, and wary of police and their motives.

Final Found Poem:

An idyllic afternoon

In 2015,

baseball, pizza,
and Italian ice with dad,
a church music minister.

A yellow light.

Stop. Search.

Sons peered as police patted,

Tears welling in their eyes.

Frightened.

Seven. Three.

Folks at a

nearby bus stop watched

Nothing illegal.

Humiliation and attention

violated, angry, wary

law-abiding

minorities.

Write your FOUND POEM in the space below:



Rhetoric as Imagery Collage: When you are finished, move your final draft to one side of the cardstock. Then, start pulling images from magazines that align with/are symbolic of your intended rhetoric. Design a collage that visually communicates your beliefs or feelings. Glue your collage onto the opposite side of your cardstock. Consider:

- the individual pieces you are using and the interrelationships between those pieces,
- what different elements (colors and images) might symbolize, and
- how you can intentionally lay out your collage as a whole to best communicate tone and theme.



In class:

- Presentations with feedback loops
- Bracket-style Poetry Competition
- Poetry Analysis Essay: *Explain, defend, and analyze to what extent the poem and collage effectively presents the intended rhetoric/ position on the topic selected.*



Let's Talk it Out

What natural connections do you see with your instruction?

What extensions or connections might you make if you brought this project into your classroom?

What questions are remaining for you?



Thank you!



[Resources:](https://bit.ly/foundinrhetoric)
bit.ly/foundinrhetoric

Cassiopeia Guthrie
[@cassiopeiacomm](https://twitter.com/cassiopeiacomm)

Session Description

In ERWC, students explore rhetorical concepts across contexts. Applying their learning to new real-life contexts of their choice is key; with this in mind, in this session, attendees will engage in a project-based process which creates an opportunity for them to generate their own rhetorical interpretations on a subject of their choice, then demonstrate their own personal thoughts and feelings about that subject via poetry and art.

- Attendees will begin by evaluating an expository text of their choice from a facilitator-provided text set. The initial text set will vary based on area of study and should be curated to align with the interests of the students, but should represent multiple scales (global, regional, local) and perspectives (political, historical, cultural, economic, ecological). Attendees will read the text, evaluate the rhetoric within it (typically Survey the Text and Read with/against the Grain, but we will do an abbreviated version for time), and consider their own thoughts, opinions, and experiences related to the topic as they engage in restorative/content circles.
- Identifying and leveraging suasive diction and rhetorical appeals within the text, attendees then generate a found poem which communicates their own feelings about the topic, creating a derivative piece of poetry that leverages the author's words to convey a new intentional interpretation on behalf of the reader. The intent here is that attendees not only observe and make sense of the content within their selected article, but also communicate their own feelings and experiences through words.
- Attendees continue by sourcing and curating symbols and images from magazines for collages that match the rhetoric of their poem, reinforcing their messaging itself as well as the ways in which rhetoric is used in visual communication. Finally, attendees will engage in a "poetry read" protocol with small groups, reading their poems, discussing the process, and exploring additional extensions and connections that could be explored within the unit.
- This unit is rhetoric-focused, culturally sustaining, and empowers student audiences to action, while creating spaces for them to practice engaging in difficult conversations respectfully and to deepen their learning about each other empathetically.