

## Identity

Julio Noboa Polanco

Let them be as flowers,  
Always watered, fed, guarded, admired,  
But harnessed to a pot of dirt.

I'd rather be a tall, ugly weed,  
Clinging on cliffs, like an eagle  
Wind-wavering above high, jagged rocks.

To have broken through the surface of stone,  
To live, to feel exposed to the madness  
Of the vast, eternal sky.  
To be swayed by the breezes of an ancient sea,  
Carrying my soul, my seed,  
Beyond the mountains of time or into the abyss of the bizarre.

I'd rather be unseen, and if  
Then shunned by everyone,  
Than to be a pleasant-smelling flower,  
Growing in clusters in the fertile valley,  
Where they're praised, handled, and plucked  
By greedy, human hands.

I'd rather smell of musty, green stench  
Than of sweet, fragrant lilac.  
If I could stand alone, strong and free,  
I'd rather be a tall, ugly weed.

## Hard on the Gas

My grandfather taught himself to drive  
rough, the way he learned to live,

push the pedal, hard on the gas,  
rush up to 50,  
coast a bit.

*rush, rest, rush, rest--*

When you clutch the bar above your right shoulder  
he shoots you a look that asks,  
*Who said the ride would be smooth?*

## Student Teacher Lesson Flow

### Identity by Julio Noboa Polanco

Group One: As you read, collect and cite textual evidence.

- Highlight where flowers and weeds grow.
- Underline what the speaker wants each time he says, "I'd rather."
- In the margin next to stanzas 2,5, and 6 write one or two words that describe the speaker.
- You will also determine the effect of punctuation, and figurative language used within the text.

Group Two:

- Reread the poem. What can you infer about what the flowers and weed represent?
- How does diction contribute to the theme of the poem?

Group Three:

- Why does the speaker want to be a weed? Review your reading notes and be sure to cite textual evidence in your response.
- How do character setting and plot contribute to the theme of the poem?

### Hard on the Gas by Janet S. Wong

Group Four:

- Underline two things the speaker compares in the first stanza.
- In the margin, explain what line 6 means
- You will also determine the effect of punctuation, and figurative language used within the text.

Group Five:

- Reread the poem. With a small group, discuss why the grandfather "shoots a look" at the speaker. Why does the speaker clutch the bar? Cite evidence from the poem in your discussion.
- How does diction contribute to the theme of the poem?

Group Six

- This poem is about more than the grandfather's driving ability. Explain the message or larger meaning, of the question "Who said the ride would be smooth?" Cite evidence in your response.
- how do the structures of your poem sets contribute to the meaning (how does the actual layout and format of the poem help the reader understand the poem's meaning)

## Rubric: Students Teach Poetry

Category	4	3	2	1	Grade & Comments
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.	
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.	
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.	
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	
<b>Listens to Other Presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.	