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| Responding to Comparison/Contrast through Writing:  **A Poem for Two Voices** |
| **Two-sentence summary:** After students compare and contrast two items, they compose a poem for two voices in the “voice” of the two items. These poems should then be read aloud by two students, each assuming one of the voices from the poem.  **Background knowledge needed:**. Most lines in these poems are spoken by the individual reader separately, and the speakers take turns going back and forth between the voices; however, some lines are composed to be said out loud together by both speakers.  In the following two-voice poem, for example, the first line (I am the polar bear) is spoken alone by reader #1, and it is immediately followed by the solo reading of the second line (I am the SUV) by reader #2. The lines then are shared back and forth by the individuals, until they come to the last line (Ice caps), which is intended to be spoken out loud by both readers simultaneously. This coordination of voices requires some rehearsal by students before they perform, so be sure to allow time for rehearsal. |
| An example poem for two voices written by NNWP consultant Campbell Pontius  Voice #1: Voice #2: I am a polar bear  I am an SUV  I eat fish  I guzzle petroleum  I must swim for my food  People pump mine But I can’t swim forever  I burn gas pretty fast  When I get tired  When I pollute  I depend upon  I begin to destroy  Ice caps. Ice Caps. |
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Writing an original poem for two voices

**Work** with your partner, and make a list of examples of two students’ lives (yours and a Mwandi student). Select your lines from the articles, the letters and the pictures. This 3-columned chart may help you.

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| **Spoken alone by voice #1:** | **Both voices say together:** | **Spoken alone by voice #2:** |
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