



when the sun go down we got black massic n brownstone steps For this activity students will write their own poem emulating the structure of Young Cornrows Callin Out the Moon. Discuss the opening stanza "we don have..." How would they complete this phrase? Examine the second stanza, beginning with "we got..." How would they complete this phrase? Encourage students to use details from their own family, culture, and neighborhood. Follow the poem's structure with students using their own specifics. When they're finished, students will have a poem celebrating their own lives and communities. Publish the poems by hanging them on the wall or putting them together into a class anthology or a shared poetry binder. Ask students to individually create artwork, a poster, mini-book, or collage based on their poems; or collectively create a mural based on their poems' shared themes. Hold a "Celebration Day." Display the artwork and have a poetry reading where students can share their poems. Discuss the many cultures, neighborhoods, and communities present in the poems. You can also ask students to bring foods, games,

CLASSROOM AND BOOK GROUP DISCUSSION QUESTIONS

etc. from their cultures and communities.

- What does the title mean?
- 2. What is "magic" to the narrator?
- 3. What is the narrator proud of? How do you know?
- 4. Does this poem remind you of any food, games, or places in your neighborhood? Which ones?
- What things does this poem celebrate? Would you expect to see these things celebrated? Why or why not?
- 6. What do you think should be celebrated in your neighborhood? Why?

Ruth Formar is a prizewinning poet, author, and friend of words. She likes to think magic dwells in the pen, if only we let it out. She still loves to sit on brownstone steps and her favorite time is summer dusk, right after dinner, when the air is still warm and indigo gently kisses us into the night. She lives in Los Angeles.







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