



Found Poem adapted from Densho's ["Examining Racism and Discrimination Through Oral History"](#) curriculum (currently under development)

This activity can be implemented on its own to deepen understanding of an oral history interview or after the *Phrase-Word* routine.

1. Show the oral history interview. Have students review the transcript of the interview and select one phrase that particularly strikes them, and one word that they find significant or powerful.
2. Instruct students to write their selected phrase and word on two separate strips of paper (accounting tape or sentence strips work well for this activity). Ask them to print large, legible letters using a marker.
3. Next, have everyone form a large circle with their phrase and word written on separate strips of paper. Explain that you will be creating a group "Found Poem" -- a literary equivalent of a collage -- using the words and phrases from the oral history interview.
4. To build the poem, each student will have three turns. On the first two rounds, each student can place or move a phrase/word strip in the center of the circle on the floor. They should be mindful of how their phrase/word connects to other phrases and words to create the poem.
5. On the final round, they can place, move, or pass.
6. After you have gone around the circle three times, your poem will be complete. Ask for a volunteer to read the poem out loud to the class.
7. Tape the poem to chart paper and hang it up so the whole class can read it.
8. Ask questions for further reflection:
 - a. What themes from the oral history does the poem draw attention to?
 - b. Does it give us any new insight into the oral history?

- c. Is there anything in the oral history that is missing from our found poem?
 - d. Do you see those themes in any experiences you have had or in stories you hear in the news today?
9. Encourage students to share personal stories if they feel comfortable doing so.