Discussion Questions
1. What was the goal of “Reefer Madness”? Do you think it accomplished its goal? How?
2. Define “experimenting with drugs” in your own words. Why do teens experiment with drugs?

Activity
Poetic Gateways Part I

PROJECT AND PURPOSE
In Part I, students will learn two forms of poetry, the diamante and haiku, and create original versions. In Part II, students will define the term gateway, identify gateways in their own lives, discuss how passing through a gateway changes people, and create original poetry that expresses their views.

OBJECTIVES
Students will:
• Create original diamante poems.
• Define and identify gateways.
• Determine ways gateways change a person.
• Relate their understanding of a gateway to the topic of “soft” drugs/"hard" drugs.

MATERIALS
• Black/whiteboard
• Samples of diamante poems (located in literature books and on the Internet)
• Paper and writing implements

PROCEDURE
PART I: ABOUT POETRY
1. Ask your students about “the purpose” of poetry. How is poetry supposed to make us feel? What does it want us to see? How does poetry differ from other forms of writing?

2. Discuss images and imagery (creating pictures with words) in poetry and give examples of strong images from poems in their language arts books. Can students offer any examples from poems they know?

3. Explain to students: Today we are going to create an interesting form of poetry, called diamante poems. Diamante poems take the shape of a diamond and use related words, not full sentences or phrases, to create an image of one thing and transform it into another.
4. The form of a diamante poem is as follows:
   Line 1: One noun
   Line 2: Two adjectives that describe the noun
   Line 3: Three participles (verbs ending in -ing) related to the noun
   Line 4: Four nouns (two connected to the first noun but also two relating to the upcoming last line noun (line 7))
   Line 5: Three participles (leading to the last line noun)
   Line 6: Two adjectives (about the last line noun)
   Line 7: One noun (new but related to the first line noun)

   **Diamante Poem Example:**
   Tadpole
   Brown Legless
   Swimming Slithering Growing
   Tail Body Legs Arms
   Reaching Swelling Hopping
   Green Slimy
   Frog

5. Ask students, *What do you notice about the form of the poem? What about the words themselves? What images are created by the poem?*

6. Talk about where you start and where you finish a diamante. The original noun is transformed by passing through other words into a new noun at the end that is related to the original, but somehow changed.

7. Create a diamante poem as a class and then have students create their own diamantes and share them with the class. Ask, *What images do the new diamantes create?*

8. For homework, have students write at least two original diamante poems.