TEACHING | *Activity*

Visual Poetry & Memory Lesson
Hear, Here **La Crosse** | Mai Chao Duddeck - *"Two Rivers"* Story

This activity explores the overlaps between memory, poetry, and art.

OBJECTIVES

- Express/communicate a theme or big idea connected to a memory.
- Experiment with collage media, skills, and techniques.
- Build experience in reviewing and forming poetry.
- Present work to an audience.

MATERIALS

needed to create	*needed for instruction*
- Pencils - Scrap paper - Card stock or thin cardboard - Discarded magazines, books, junk mail, etc. - Glue sticks - Scissors	- Various printed out/cut up "found" words - Mai Chao Story: "Two Rivers" poem - YouTube Video: How to Make a Visual Poem (Getty) - Google Arts & Culture: Poetry in Motion - Poetry Foundation: Visual Poetry Today

PROCEDURES

Instructor Does	*Learners Do*
- Present, "Two Rivers" on *Hear, Here* site, prompt student review & discuss concepts in poem. - Lead students through "Recalling a Memory" guiding questions. - Play Video, "How to Make a Visual Poem" (Getty) - Explain 3 options being introduced (below). - Option 1, "found word" or printed-word cut outs for arranging free form poems. - Option 2, discarded book page, students identify words that stand out and block out the rest. - Option 3, combination of options 1 & 2. - Demonstrate each option, elaborate on applying cut outs in multimedia collage for option 1, drawing and/or painting in block out areas of option 2, and option 3. - Provide work time for creating & share Google Arts & Culture and Poetry Foundation web resource links for exploring. - Explain options for presenting finished work (poetry slam style with projected art or via a gallery walk, etc.).	- Consider references to memory, place, culture, and identity as well as simile and metaphor uses. - Consider a memory connected to place(s). Use "Recalling a Memory" guiding questions to determine a theme or idea for your poem. - Watch video about making a visual poem (Getty) - Consider 3 options for project. - Experiment arranging words in poetry. - Using pencil, circle words that stand out. Elaborate to block out remaining text and words. - Watch media demonstrations to determine type for further development of project. - Work time (create) & explore Google Arts & Culture resource link. - Listen to explanation of presentation options to decide method (slam poetry with projection or gallery walk presentation) & prepare work for presentation. - Plan and present work. - Complete exit slip.

VOCABULARY

- River(s)
- Laos
- America
- Vietnam War
- Mississippi River
- Mekong River

- Refuge
- Ancestry
- Simile
- Metaphor
- Juxtapose
- Memory

- Poetry
- Collage
- Cut-outs
- Block-out
- Elaboration
- Mixed Media

WI CORE STANDARDS ADDRESSED

- Art | Creating | Plan (A.A.Cr.8.m/A.A.Cr.11.h) Formulate original concepts by experimentation/revision.
- Art | Creating | Make (A.A.Cr.9.m/A.A.Cr.12.h) Experiment expressive media and craftsmanship.
- Art | Presenting | Share (a.a.Pr.9.m/A.A.Pr.12.h) Exhibit work to convey meaning.
- English Language Arts | Writing (W.6.1/W.7.1/W.8.1/W.9-10.1/W11-12.1): Creative writing

DIFFERENTIATION & SUPPORTS

- Adaptive: Hand-over-hand assistance &/or flexibility. Use of assistive sites such as: Language is a Virus,' Visual Poem Generator. Canva and Google Arts & Culture also have generators.
- English Language Learners (ELL): Google Translate, copy + paste website URLs.

ASSESSMENT

Informal: Visual monitoring and checking in with students one-on-one to check for understanding.

Formal Rubric: (instructor writes in comments where appropriate)

	Developing	Proficient	Exceptional
Poem		Communicate a memory with meaning.	
Collage &/or Multimedia		Deliberate control of media connecting to poem.	
Presentation (poetry slam or gallery walk)		Reading of poem (poetry slam) or participation in gallery walk.	

Lesson Author(s)

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EXIT SLIP

Name _____

1. How did this visual poetry lesson change or expand your understanding of poetry as well as art?

2. Is there something you found challenging about this project? What else would you have liked to know about more or further explore?