

LIVE Arts

TEACHER GUIDE

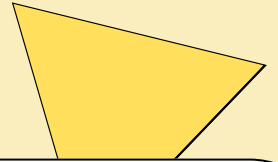
Writing The World Around Us

With: Katherine Lawrence

Grade: 3/4

Date: May 1 2024

Artistic Discipline: Page Poetry



OVERVIEW

Join Katherine as she takes your class through an exploration of how to develop a sense of curiosity in the world around us. She will teach your students how to use descriptive language and their imaginations to make the objects around them come alive in their writing.



ARTIST BIOGRAPHY

Katherine Lawrence has published four poetry collections and a novel-in-verse for young adults. Her most recent book, *Black Umbrella* (Turnstone Press, 2022) is a poetic memoir. Her work has been honoured with several awards, including the John V Hicks Long Manuscript Award for both *Black Umbrella* and *Never Mind* (Turnstone Press, 2017). *Stay* (Coteau Books, 2017; Shadowpaw Press, 2022) won the North American Moonbeam Award for children's poetry. She is also a recipient of the Best First Book Award from Saskatchewan Book Awards for *Ring Finger, Left Hand* (Coteau Books, 2001). Her work has been published across Canada. She holds an MFA in Writing from the University of Saskatchewan and is a previous writer in residence with Saskatoon Public Library. Katherine makes her home in Saskatoon.

MATERIALS

- Paper and a Pencil

CLASSROOM SETUP

- Any classroom setup will work for this workshop

Curriculum Outcomes & Indicators

GRADE 3

CREATIVE PRODUCTIVE
CP3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration.

d. Use language purposefully when speaking and writing in role.

CREATIVE PRODUCTIVE
CP3.4 Use imagination, a variety of drama strategies, and reflection to further the drama's development.

a. Support contributions to drama discussions with stories of own or community experience.

CRITICAL RESPONSIVE
CR3.1 Describe ideas and problem-solving processes used in own arts expressions.

b. Discuss ideas for own arts expressions incorporating personal interests and experience.

GRADE 4

CREATIVE PRODUCTIVE
CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.

i. Examine connections between personal experiences and own contributions to the work.

CREATIVE PRODUCTIVE
CP4.4 Contribute ideas, when in and out of role, and further the development of the drama by participating in consensus building, choice of strategies, and selection of dramatic alternatives.

c. Document the inquiry process in drama journals or other means.

CULTURAL HISTORICAL
CH4.1 Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.

a. Ask questions about Saskatchewan arts expressions to initiate, develop, and document inquiry learning.

Workshop Vocabulary

Stanza

A collection of lines in a poem that make up a group. A stanza often has a specific idea it's talking about, like a paragraph.

Line

One line of poetry in a poem. It can be a complete sentence or not.

Metaphor

A comparison between two different things where you pretend the two things are the same.

Rhyme

Two words that have the same or similar ending sounds.

Image

A visual description in writing that helps a reader imagine what you're talking about.

Couplet

A series of two lines that both rhyme with each other.

Alliteration

A series of repeated consonant sounds.

Pre-Workshop Activity

Name: The Stories Around Us

Duration:

1.5 Hours

Materials:

- Journal (or loose leaf)
- Pencil

EXERCISE 1 - A Poem and a Story

- Our artist for this workshop, Katherine Lawrence, has written a book of poetry where each poem is a part of a larger story about a family going through changes. The book is aimed at younger readers.
- It's recommended for the workshop that you start to read some of the book with your students.
- You can order the book here: <https://shadowpawpress.com/product/stay/>
- If you don't have the physical book, we have also included a short excerpt from it on the next page.
- Once you've read some of it for your class, ask them what they think might be happening in that poem.
- Ask them what sort of story could be happening around the world of the poem.
- Ask the students why someone might write a story that is just about what happens in a home. Are there any stories they could write about their home life?

EXERCISE 2 - Watching Our World

- In an attempt to get your students to start taking time observing the world around them and building their vocabulary for their world, ask them to keep a journal for 3 days prior to the workshop.
- If your students are not at the point where they could keep a journal themselves you can come up with a few basic questions for them to answer (or for their answers to be scribed out) such as:
 - What is one object you saw this week? Tell me one thing you noticed about how it looked.
 - What is one strong smell that you smelt this week?
 - What was the most interesting sound you heard all week?
- Another permutation of this exercise is to get your students to spend 5 minutes, 3 days in a row writing out a list of everything they can remember seeing, hearing, tasting and feeling.

EXERCISE 3 - Growing Our Vocabulary

- Give your students a few opportunities to grow their vocabulary by reading story books or watching videos like the following:
<https://www.youtube.com/watch?v=HWB8rTgOjzQ>
- If possible, try not to just give your students new nouns but instead focus on new adjectives and adverbs so that their description of the world around them can be enriched.

Rescue

Who could sleep? Not me,
we dialed the animal shelter
reported a dog in distress

yes, yes, hurry

I stayed awake all night,
that yowl a howl pacing
my room — food, water, rest
eyes begging
my warm bed.

©Katherine Lawrence
(from *Stay*, published by Shadowpaw Press *Reprise*, 2022, Regina)

Broadcast Program

00:00 - 00:05:

- Artist Bio Video + Introduction.

00:05 - 00:10:

- A reading from STAY

00:10 - 00:15:

- Focus on the sensory world of pets

00:15-00:20

- Make a list of words related to a pet you currently live with

00:20-00:30

- A form for the poem is given, following the senses
- Write a poem, minimum of 3 lines, pulling from their list

00:30-00:40

- Share the poems written

00:40-00:45

- Artist Q & A.

Post-Workshop Activity

Name: The Senses of Spring

Duration:

1.5 Hour

Materials:

- Paper
- Pictures from home
- Pencil Crayons

EXERCISE 1 - Collaging the Quotes Around Us

- As your budding writers become mindful of the sensory world around them, have them stay curious with open ears by asking them to spend a day (or a week) listening to what people say around them.
- Have your students write down any line or quote that they hear that interests them.
- Alternatively, you can ask your students as a class what sort of phrases they have heard, or distinctly remember, from the last week. This might produce a collection of funny phrases that they say as jokes but you can still use it for the exercise.
- Have each student choose one quote they heard in the last week and turn it into a poem. Or, as a class, choose one phrase that the students put forward and turn it into a poem.
- Turn the quote/phrase into a poem by using it as a starting line and then adding 2-3 other lines on to it. These other lines can be created by thinking of: how the original sentence could be extended, what sort of image could relate to that original quote, how can that image be better described, what does that quote mean to you.

EXERCISE 2 - Collaging the Images Around Us

- This work to use the world around us as a collage for our art can continue with a visual media.
- Have the students bring in pictures of their home or their neighborhood or their city.
- Have each student cut out parts of each picture and glue them together to create an amalgamated scene.
- Ask your students to describe what that scene would look/smell/taste/sound/feel like.

EXERCISE 3 - Spring Around Us

- Continue to develop your student's sense of the world around them but focus on Spring.
- Ask your students, 'how does the world tell you it's Spring?'
- Put students into small groups and have them focus on their ability to listen to each other and come up with 2-3 ways that they experience Spring. Remind them to take time to hear everyone's suggestion.
- Make a list of ways on the board. Focus on sensory descriptions of Spring.
- Have your students draw a picture of what Spring feels like to them.

Additional Information

Upcoming Workshops

Stay tuned to the LIVE Arts website for updates on next year's workshop series:

<https://www.livearts.ca/sask-english-french/>

More Art By The Artist

To find out more about Katherine, check out her website:

<https://www.katherinelawrence.net/>

