

**LIVE** Arts

# TEACHER GUIDE

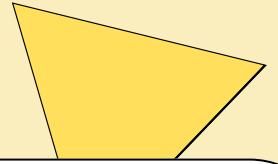
## Writing The World Around Us

With: Katherine Lawrence

Grade: 7/8

Date: May 2 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

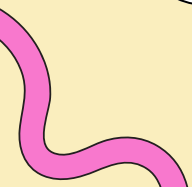
Katherine Lawrence has published four poetry collections and a novel-in-verse for young adults. Her most recent book, *Black Umbrella* (Turnstone Press, 2022) is a poetic memoir. Her work has been honoured with several awards, including the John V Hicks Long Manuscript Award for both *Black Umbrella* 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 7

### CREATIVE PRODUCTIVE

CR7.1 Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.

a. Describe, analyze, and interpret dance, drama, music, and visual art works.

### CREATIVE PRODUCTIVE

CP7.5 Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation.

g. Identify the objects or events in drama work that function as symbols.

### CREATIVE PRODUCTIVE

CP7.6 Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.

a. Use inquiry in drama to extend understanding about the importance of place in peoples' lives:  
• Generate questions to guide inquiry about the concept of place.

## GRADE 8

### CREATIVE PRODUCTIVE

CP8.6 Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation.

c. Demonstrate awareness of how to use language and negotiate the use of drama strategies to achieve dramatic purpose.

### CRITICAL RESPONSIVE

CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

d. Create own work (e.g., visual or performing arts) in response to a professional arts expression, and describe how own work is inspired or influenced by the original work.

# 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 in your classroom, we have also included a short excerpt from it on the next page.
- Once you've read some of it for your students ask them what might be happening in that poem.
- Ask them what sort of story could be happening around the world of the poem.
- Ask them how a series of poems could explore a story.

### 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 5 minutes a day, 3 days prior to the workshop.
- If your students are stumped on what to write about ask them questions like:
  - What is a moment today where you felt an emotion? What was happening in that moment?
  - What is an object you saw that was interesting to you? Describe it.
  - What was a smell or sound or taste you experienced that was odd? Describe it
- Another permutation of this exercise is to get your students to spend 5 minutes a day for 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. Have them watch a clip from a movie scene or listen to a section of a podcast and write down any words they didn't understand.
- Gather these words as a class and choose 5-10 to define and learn as a class.
- Have your students choose 3 of these words and write out sentences using them in the sentence.

# 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 an object around them

00:15-00:20

- Make a list of words about a pet you currently live with
- Work in letting the sound of the word guide you (ie: rhymes)

00:20-00:30

- Encourage them to find the story in the object ('What would the pencil say')
- Instruction on the first line of a poem

00:30-00:35

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

00:35-00:45

- Share the poems written

00:45-00:50

- Artist Q & A.

# Post-Workshop Activity

## Name: Getting Our Show Ready

**Duration:**

1 Hour

**Materials:**

- Paper to Write On
- Images of student's neighborhoods

### 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.
- In a week, have your students write down 5 quotes that they hear that interested them.
- Have each student choose one quote they heard in the last week 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 the quote means to the student.
- If you've already done some instruction on any poetic devices you can ask your students to utilize them in their short poem.

### 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 a scene.
- Ask your students to write out what that scene would look/smell/taste/sound/feel like.
- Have your students use these descriptions to write a short poem under the collage about what it is like to live in that space.

### EXERCISE 3 - Spending Time With The Senses

- Take a short amount of time each day to sit with the 5 senses.
- Choose one sense for each day and teach a few new words for the students to learn. Feel free to use lists like this one to help: <https://34kiwis.files.wordpress.com/2013/09/sensory-word-list.pdf>
- Have each student choose an object that exhibits that sense in a strong way.
- Ask each student to describe their object (using descriptive words for that sense) but not tell the class what their object is.
- As a class, try and guess what object they are describing.

# 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/>

