

## Arts Lesson One:

### Visual and/or Poetic Representation of Water

#### Objectives:

1. Students will create a culminating project about the nature of water, using pictorial representations. Students will draw upon prior knowledge about the nature of water and humanity's relationship with it.
2. Students will use literary devices to compose a piece of poetry about water.
3. Students will compile a photographic essay about a local body of water.

**Time:** Three or four one-hour class periods. This may vary depending upon how much class time is given for production of the project.

**Materials:** notes/assignments from past lessons, access to library resources

#### Terms:

*Adage:* an old saying; a phrase passed down through the years.

*Allegory:* a story in which symbols are used to present moral truths.

*Alliteration:* repetition of an initial sound, usually of consonant or cluster, in two or more words of a phrase or line of poetry.

*Personify:* to take something inanimate and give it human characteristics.

*Haiku:* Three-line poem consisting of five syllables for the first line, seven syllables for the second, and five for the third.

*Metaphor:* a figure of speech containing an implied comparison between two things not seemingly alike.

*Simile:* a figure of speech in which one thing is compared to another using the words "like" or "as."

#### Procedures for poetic representations:

1. Before starting this assignment, be sure students understand what metaphors, similes and alliteration are. Provide them with examples of these literary devices from both prose and poetry.
2. Gather pictures of beautiful water. Listed below are some possible sources.
  - a. film clips

- b. ANNE OF GREEN GABLES – film by Kevin Sullivan for Wonderworks
  - c. A RIVER RUNS THROUGH IT – film directed by Robert Redford
  - d. WATER: SACRED AND PROFANED – a non-fiction documentary from the Foundation for Global Community
  - e. large photographs (check with travel agencies)
  - f. slides
  - g. magazines
3. Have students view an example of beautiful water. The students should write a straightforward description of what they see. Then they should create the metaphors, similes and alliteration, putting their descriptions in paragraph form.
  4. Students should read through their prose, looking for natural rhythms and breaking points for line arrangement. They may have to change some words, delete some words or add words for the sake of rhythm.
  5. Students are now ready to make poems out of their descriptive paragraphs. Many of them will need help – or rather approval – to give them confidence to finish what they have started. It also validates this and any assignment if the teacher participates in the creation of original work.
  6. To provide closure, publish the poems in the classroom and/or school publications.

**Procedures for visual representations:**

1. With students, create a brainstorm or use a semantic map from Language Arts Lesson Three about water. Read aloud several quotes about water.
2. Review elements of composition in visual representations. Show many examples, including both photographic and other media.
3. With students, create a rubric for grading pictorial representations of water. Some suggestions for assigning point value may include overall theme, balance of composition, etc.
4. As a part of the rubric, include due dates of stages or steps in the project formation. Suggestion: use graphic organizers that plan out pieces/parts of the collage, rough draft, and final draft. This gives students a method for keeping track of vital information about the project. The graphic organizer can have a column for the visual items on the collage and a column for a written rationale for its inclusion.
5. At the onset, decide upon a judging process if a contest is to be held. Decide who will judge and according to what criteria.
6. During the assignment time, make various resources available to students, including non-fiction books about water and sample pictorial representations.

7. To provide closure, display the collages. This provides the final stage of “publishing” the students’ work.