



**LESSON TITLE:** Neither Here Nor There: Visualizing Poetry  
**GRADE/SUBJECT:** ENG 1D1 Grade 9 Academic English  
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### Activity Overview

This module includes the culminating task for the unit. Students will consolidate the skills developed throughout the unit on voice, poetry, and media creation by representing their complex feelings about home inspired by Rea Lynn De Guzman's artwork *Ulterior Wish* (2010). Students must use their voice and descriptive writing skills to provide an accompanying vision statement to express their identity as an artist and communicate their intentions behind their composition. As well, students must write a poem that evokes emotions.

### Overall Expectation(s):

#### ENG 1D1

**RM1. Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning

**RM2. Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

#### AVI 101

**B1. The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works

**B2. Art, Society, and Values:** demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values

#### HRE 101

**FL1. Living in Relationship:** Demonstrate an understanding of the Catholic Christian call to chastity as a virtue that is an expression of a healthy sense of

### Specific Expectation(s):

#### ENG 1D1

**1.4 Making Inferences:** make and explain inferences about both simple and complex texts supporting their explanations with stated and implied ideas from the texts

**1.6 Analysing Texts:** analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

**1.7 Evaluating Texts:** evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions

**2.3 Elements of Style:** identify several different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text

#### AVI 101

**B1.1** identify and describe their initial reactions to a variety of art works

self and capacity to live in healthy relationships with others	<p><b>B1.2</b> identify, on the basis of examination, elements and principles of design used in various art works, and describe their effects</p> <p><b>B1.4</b> use a variety of strategies to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works</p> <p><b>B2.2</b> identify ways in which various art works reflect the society in which they were created</p> <p><b>HRE 101</b>  <b>FL1.2</b> Describe how religious faith is shaped by human experience (i.e., one's family, one's culture, one's temperament) and analyze the role of family in society and in the Church as providing skills and strategies for healthy and holy (whole) relationships</p>
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### Catholic Graduate Expectation(s):

**CGE1h** - A Discerning Believer Formed in the Catholic Faith Community who respects the faith traditions, world religions and the life-journeys of all people of good will

**CGE2b** - An Effective Communicator who reads, understands and uses written materials effectively

**CGE3b** - A Reflective and Creative Thinker who creates, adapts, evaluates new ideas in light of the common good

**CGE4f** - A Self-Directed, Responsible, Lifelong Learner who applies effective communication, decision-making, problem-solving, time and resource management skills

**CGE5e** - A Collaborative Contributor who respects the rights, responsibilities and contributions of self and others

**CGE7g** - A Responsible Citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society

### Teaching/Learning Strategies

#### Culminating Task

In the style of Rea Lynn de Guzman's *Ultior Wish*, students must create a multilayered art piece that expresses their feelings about "home" and its changeable nature.

They may respond to their current place of residence and compare it to the one from their past or "back home". Students may also consider the metaphorical meanings of "home" or reflect on being a diasporic person. Students must use a variety of images, artifacts, and words to clearly communicate their ideas about home to their audience. The final art piece will have a 3-dimensional quality as students will be instructed to carefully consider the foreground and background.

#### Materials:

- Two layers of clear material (picture frames, acetate, blank CD cases, shadow boxes)
- Mixed media to represent concepts in the foreground/background

Students must also write a poem to accompany the art piece. The poem must also explore the duality of “home now” and “back home” (or “past” and “present”). Parameters:

- It can be a found poem that uses phrases/words explored from the unit OR build on the same poem created at the end of Module 1
- It must use 1st person voice which can be their own persona or a manufactured persona
- It must use a metaphor to represent what home is “like”
- Provide students with the handout “Metaphora the Explorer” (BLM.ENG9.3.3) to help them with the pre-writing (brainstorming) phase of their poem

To make thinking visible, students must write a vision statement that explains their intent for the piece in terms of the message they are trying to convey and the emotion they wish to evoke. They must identify the strategies and artistic choices they made specifically to achieve these goals and whether or not they feel their decisions were effective. Their vision statement must also express their identity as an artist through use of the voice strategies learned in the unit as well as thoughtful consideration of the principles and elements of art.

Provide students with the “Peer Review and Revision Sheet” (BLM.ENG9.3.4) to help them reflect on their work and the effectiveness of their choices. “Progress Tracker” (BLM.ENG9.3.1) will help keep track of their progress through the culminating task and assist with conferencing.

Teacher notes:

- Students who do not wish to explore the concept of “home” from a cultural or diasporic context may reflect on their personal sense of time (what was home like for me when I was younger? how do I feel about home now? OR what is home for me now? what do I envision it to be in the future?)
- Indigenous students may explore their sense of “home” by looking at their displacement as a people in their own home, focusing on their experiences (whether personal or historical)
- Students may wish to explore their migration story and make a more literal comparison of “home” and “back home”. You may encourage students to deepen this by speaking to relatives about the process, asking what influenced their movement and any thoughts/feelings that were involved

### Differentiated Instruction and Accommodations/Special Needs:

Content	Process	Product
<ul style="list-style-type: none"> <li>Students have choice in the context for the comparison they must make: cultural, temporal, spatial based on interest</li> </ul>	<ul style="list-style-type: none"> <li>Students can write a new poem with a metaphor or build on the found poem they completed at the end of Module 1</li> <li>To address readiness, students can work independently, in consultation with the teacher, or in small support groups to develop ideas and refine their work</li> </ul>	<ul style="list-style-type: none"> <li>Students can represent their home/back home using a variety of materials using digital tools or traditional means according to learner preference</li> </ul>

### Learning Materials

- BLM.ENG9.3.1 “Progress Tracker”

### Elements of 21<sup>st</sup> Century Learning

**Critical Thinking and Collaboration:** Students work

<ul style="list-style-type: none"> <li>• BLM.ENG9.3.2 “Visual Task Planner”</li> <li>• BLM.ENG9.3.3 “Metaphora the Explorer”</li> <li>• BLM.ENG9.3.4 “Peer Review and Revision Sheet”</li> <li>• BLM.ENG9.3.5 “Final Culminating Task Rubric”</li> </ul>	<p>in groups to co-create meaning, investigate contexts for literary works, and provide support to one another during the creative process</p> <p><b>Communication:</b> developing the ability to use different media tools effectively for specific audiences</p> <p><b>Creativity and Innovation:</b> Students redefine the concept of “home” as a more abstract, organic, and subjective concept reflective of contemporary realities</p> <p><b>Student-driven inquiry:</b> Engaging in the CAP prioritizes student experience and observation as the source of meaning when interpreting texts</p> <p><b>Intrapersonal, interpersonal and cognitive competencies:</b> analysis, reasoning/argumentation, interpretation, creativity, innovation, active listening, empathy/perspective-taking, collaboration, teamwork, negotiation, appreciation for diversity, artistic and cultural appreciation, intellectual interest and curiosity</p>
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## Final Culminating Task: Progress Tracker

Stage	Task	Target Date	Date Completed	Comment OR Feedback
Pre-writing	Free Journal on “Home” (optional if student wants to engage in free-journal to generate ideas)			
	BLM.ENG9.3.3: Metaphora the Explorer			
	BLM.ENG9.3.2: Visual Piece Planner			
Drafting	Visual: Sketch ideas			
	Poem: Draft Arrangements of “Found” poem			
Revising/ Editing	BLM.ENG9.3.4: Peer Review and Revision Sheet			
Publishing	BLM.ENG9.3.5: Final Rubric			

## Final Culminating Task - Pre-Writing: Visual Piece Planner

- 1) What do you want to express about home? Which ideas? Which emotions?
  
  
  
  
  
  
  
  
  
  
- 2) What comparisons do you wish to make? (i.e. home and back home, now and then, etc.) Make a list of descriptors for each.

Foreground: _____	Background: _____

- 3) Who is your audience?
  
  
  
  
  
  
  
  
  
  
- 4) What are some materials you would like to use/work with for creating your two layered art piece? These are just suggested starting points. Feel free to go beyond!
 

<input type="checkbox"/> Picture frames <input type="checkbox"/> Acetate <input type="checkbox"/> Blank CD cases <input type="checkbox"/> Shadow boxes <input type="checkbox"/> Paints <input type="checkbox"/> Paper	<input type="checkbox"/> Found items/artifacts <input type="checkbox"/> Images/photos <input type="checkbox"/> Drawing <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
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BLM.ENG9.3.2

- 5) Which of the elements will you integrate into your art piece? Which principles will you consider? Check off all that are relevant. Make sure that each one you check off is apparent in your visual sketches.

<p><u>Elements of Art</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Line</li> <li><input type="checkbox"/> Space</li> <li><input type="checkbox"/> Form</li> <li><input type="checkbox"/> Value</li> <li><input type="checkbox"/> Space</li> <li><input type="checkbox"/> Color</li> <li><input type="checkbox"/> Texture</li> </ul>	<p><u>Principles of Art</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Balance</li> <li><input type="checkbox"/> Emphasis</li> <li><input type="checkbox"/> Movement</li> <li><input type="checkbox"/> Proportion</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Unity</li> <li><input type="checkbox"/> Variety</li> </ul>
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**Drafting Stage!**

Now you are ready to do a few drafts. Do a few visual sketches as you brainstorm what you would like your art piece to look like to your audience.

## Final Culminating Task

### Pre-Writing: Metaphora the Explorer

To find a metaphor for home, fill out the chart below with some possibilities based on the qualities and ideas you wish to convey about home.

**What aspect of “home” has resonated with you the most? Which concept or feelings do you want to express to others through an art piece? Jot down any/all ideas.**

Experiment with a metaphor or a few by filling out a table like the one below.

Qualities of...	Concrete Prototype 1	Concrete Prototype 2	Concrete Prototype 3



## **Culminating Task: Peer Review and Revision Sheet**

Use this sheet to receive feedback from a peer and revise your work once you are finished your draft

**PEER-REVIEW:** Part of the writing process involves sharing your work with a respected peer to see how effective your choices are. Ask one or two peers to look at your poem

Peer 1: \_\_\_\_\_

How does the poem make you feel?

What do you think the artist is saying about “home”?

Peer 2: \_\_\_\_\_

How does the poem make you feel?

What do you think the artist is saying about “home”?

## **Culminating Task: Peer Review and Revision Sheet pg. 2**

REFLECT on your found poem by considering the following:

- Who is your intended audience? You can have one or many groups of people.
- How do you want your audience to feel?
- Which parts of your poem are most effective at evoking this emotion? Which parts do you think you could change?
- What statement about “home” do you want them to understand from your poem?
- Which parts of your poem so far are most effective at communicating this idea? Which parts do you think you could change to make this idea clearer for the audience?
- How would you alter your piece for a different audience? Or to send a different message?

REVISE as needed based on your answers above.

## Final Culminating Task “Neither Here Nor There” Evaluation Rubric

Expectations	1	2	3	4	5
Knowledge and Understanding					
<ul style="list-style-type: none"> <li>Student’s work demonstrates understanding of media and voice techniques for evoking emotions and communicating ideas</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
<ul style="list-style-type: none"> <li>Student’s work demonstrates understanding of “home” as abstract and complex, informed by a person’s individual experiences</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
<ul style="list-style-type: none"> <li>Student’s work demonstrates understanding of the influences of home on a person’s identity and sense of self</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
Thinking/Inquiry					
<ul style="list-style-type: none"> <li>Student effectively engages in the Writing Process and Critical Analysis Process to create products that are designed to evoke a specific emotion</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
<ul style="list-style-type: none"> <li>Student uses processing skills (analysing, evaluating, inferring, interpreting, and forming conclusions) effectively in order to create products containing developed ideas</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
Communication					
<ul style="list-style-type: none"> <li>Student’s art piece and poem communicate key messages about home clearly and effectively</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
<ul style="list-style-type: none"> <li>Student’s art piece makes effective use of the foreground and background for comparing two realities</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
<ul style="list-style-type: none"> <li>Student’s vision statement clearly conveys the artist’s intent and vision for both products</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
Application					
<ul style="list-style-type: none"> <li>Student’s visual piece makes effective choices (principles of art and elements of art) for an intended purpose</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
<ul style="list-style-type: none"> <li>Student effectively adapts the elements of foreground and background in order to communicate ideas about home</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
<ul style="list-style-type: none"> <li>Student uses metaphor effectively to communicate ideas about home</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation
<ul style="list-style-type: none"> <li>Student’s vision statement clearly communicates the identity of the artist through a variety of voice strategies</li> </ul>	Limited skill and knowledge of this expectation	Approaching this expectation	Meets this expectation	Exceeds this expectation	Is a model for this expectation