

Poetry: Living Water for the Ages

Project Template: Community Mapping Institute

by

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Prepared for the following Instructors

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TEMPLATE FOR CMAP PROJECT

Each participant who participated in the CMAP workshop signed an agreement to conduct a CMAP project and write up. This template is provided to you as a guide for the CMAP project you agreed to conduct with your students.

Please complete a detailed write-up of your CMAP project using this template. Use the kind of language and detail so other teachers can take your project to conduct in their classrooms. An archive of CMAP projects will be made available for Utah educators.

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Project Title:

<p>Project Description</p>	<p>Through the use of ArcView Mapping and DNR Garmin software, GPS units, digital cameras, and a geocaching activity, students will learn 15 commonly used poetic devices and create a poem which incorporates at least five poetic devices and poetic images of the locations visited during the geocaching activity. An ArcView Map will be generated by each group of two students, and a collage of all visited sites will be produced for the final product.</p>
<p>Community Issue or Problem Selected -How project evolved?</p>	<p>The School Community in Moab, UT radiates an aesthetic quality that lends itself to poetic expression; however, the students rarely glimpse this side of their “home” because of the reliance upon poetic selections from textbooks with poems of little connection to the area. Another problem in the area is the reliance upon four wheel drive vehicles or motorcycles to roam the wilderness areas. Both modes of transportation tend to devalue the aesthetic “quiet and solitude” of nature.</p> <p>The project evolved during the CMAP workshop given by Ross Rogers and Theresa Wilson. After the first day of working with GPS units, I noted sadness in “knowing” where I was all of the time and the negative affect it could have on the Wordsworthian concept of poetry as the “spontaneous overflow of powerful feelings.” In other words, with a GPS unit in hand, how were students going to feel the sense of Wordsworth famous Romantic poem, “I Wandered Lonely As a Cloud”?</p> <p>Nevertheless, after a geocaching experience when we found a box of toys, I suddenly realized the possibility of using modern technology to awaken the imagination, curiosity and visual awareness needed to generate “good” poetry.</p>
<p>Community Partner(s)</p>	<p>The School Board and current Administration at the High School along with the Technology Department would all be crucial partners in helping such a project come to fruition. Bruce Hucko, one of our resident artists who specializes in audio, video, and photography, would also be an essential person. The English Department, as a whole, would have to be persuaded to take the “leap of faith” and learn to utilize modern technology to teach cultural and traditional standards of poetic expression.</p>

<p>Project Objectives</p>	<ol style="list-style-type: none"> 1. Students will learn the common poetic devices such as simile, metaphor, alliteration, imagery, consonance, hyperbole, rhythm and rhyme scheme. 2. Students will learn the basics of GPS navigation including making waypoints, creating waypoints, and creating a route. 3. Students will learn how to create a map from GPS waypoints. 4. Students learn how to synthesize and use visual images to create “word pictures” along with digital images. 5. Students will practice dramatic readings of their poems. 6. Students will become familiar with a wide range of poetic styles during the “cache hunt.”
<p>Utah Core Standards/Objectives</p>	<p>Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p>Objective 3 (Comprehension of Literary Text): Comprehend literature by recognizing the use of literary elements across genres and cultures.</p> <ol style="list-style-type: none"> a. Examine the relationship between oral and written narratives. b. Understand the uses of character development in conveying theme in literary works. c. Analyze themes in literature and their connection to politics, history, culture, and economics. d. Evaluate setting as it contributes to characterization, plot, or theme. e. Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification. f. Compare poetry on different topics from varied cultures and times. <p>Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</p> <p>Objective 1 (Writing to Learn): Interpret and analyze ideas and perspectives to clarify thinking through writing.</p> <ol style="list-style-type: none"> a. Analyze varied ideas and opposing opinions. b. Analyze facts, events, or ideas to create meaning. c. Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections.
<p>Essential Question(s) -Spatial Issue</p>	<p>"A map is the greatest of all epic poems. Its lines and colors show the realization of great dreams." Gilbert Grosvenor</p> <p>Discuss the quotation by Grosvenor. Do students agree or disagree? What is an “epic poem”? Why is poetry reserved for the expression of “great dreams” rather than the literary novel or short story?</p> <p>How might the use of technology, either the computer, the GPS mapping unit, or any form of digital equipment, enhance or detract from the “quality” of a poem?</p> <p>What is poetry? How does it differ from other forms of literature, forms that may also use poetic devices? Can we consider “lyrics” to be a form of poetry? Why or why not?</p>
<p>Assessments (rubrics, scoring guides)</p>	<p>Although Grand County School District is currently using the Six-Trait Writing model, a rubric outlining the expectations and project products would be more appropriate for this activity.</p>

<p>Project Products</p>	<ol style="list-style-type: none"> 1. Correct identification of 15 poetic devices; these will be found in caches located in areas all over the school grounds, highlighted in famous poems which students would have to read. Students will have to read the entire poem in order to correctly identify the poetic device required for a correct answer. 2. Each group of two students will generate a digital picture collage of the locations they visited during the geocache. These should all be unique for each group since the digital picture can be taken of anything that interests them, from any angle, and will be in a random order. 3. Each group of two students will generate a “route map” using the waypoints recorded during the geocaching activity and ArcView and DNR Garmin software. 4. Each student will create an original poem using at least five of the 15 commonly used poetic devices. The devices need to be correctly used and identified for full credit. 5. Each student will share his/her poem with the class in the form of a dramatic reading; each group of two students will share the digital collage and ArcView Map with the class. Some students may prefer to create a Photostory with music and/or narrative in place of the digital collage.
<p>Project Timeline (include a step by step Procedures)</p>	<p>Day One: Introduction to poetry; discussion of the creative process; reading of “classic” poetry; introduction to and identification of commonly used poetic devices. Day Two: Using the digital camera—taking pictures, uploading and saving images, editing images using Picasa or Paint.Net. Day Three: Using the GPS unit for making waypoints and route maps. Day Four: Introduction to geocaching; practice GPS skills and sample cache finding and route mapping. Day Five: Group geocaching; students will be paired in to groups, given clipboards with the GPS waypoints and a list of poetic devices to be found, sent in various directions, and requested to return to the classroom within the 70 minute time period. Day Six: Students will upload digital pictures and create the collage or Photostory. Day Seven: Students will create the GPS map image. Day Eight: Students will begin/finalize their own poems making sure to use and identify five poetic devices. Day Nine: Time given for presentation practice. Day Ten: Presentation/Celebration!</p>
<p>Resources Needed</p>	<ol style="list-style-type: none"> 1. 15 GPS units. 2. 15 Digital cameras w/ at least 5 megapixels/3x optical zoom. 3. ArcView, DNR Garmin, and photo editing software. 4. Access to a computer lab for at least four continuous days.
<p>Skills Required</p>	<ol style="list-style-type: none"> 1. No special skills needed by students other than meeting the educational requirements to be enrolled in English 10 and/or Creative Writing. It would most definitely help if students have basic computer literacy, some familiarity with folder structure on the network, and digital camera basics, but all students will be learning during the activity.
<p>Project Team Member Roles</p>	<p>Teacher(s): James R. Calkins</p> <p>Students: English 10 and/or Creative Writing</p> <p>Partner(s): Voices of Youth class; Quills Writing Club</p>

Celebration/Presentation	Students share poems, maps, and digital collages/Photostories with the goal of celebrating the uniqueness of each individual, group, poem, language, and our area. Food and drink provided!
Project Evaluation	Assessment based upon pre-defined rubric (as previously referenced); students should not feel threatened that their poems will not be “creative” enough. The meaning behind the project is simply to increase the students’ awareness of their environment, each other, the written word, and oral presentation.
Project Bibliography	http://www.schools.utah.gov/curr/core/ http://www.uen.org/ http://www.uensd.org/gis/ http://www.geocaching.com/ http://www.uensd.org/gis/lessons.htm http://en.wikipedia.org/wiki/Global_Positioning_System http://www.gis2gps.com/ http://easygps.com/ http://earth.google.com/
Plans for Future C MaP Activities	<p>A future plan discussed with Ms. Wilson, Mr. Rogers, and our community partners would be the assessment of the positive/negative effects of a new Walmart in Moab, UT. Walmart has already mentioned moving a store to San Juan County rather than Grand County should the community decide against its presence. Naturally, that would be a loss of tax revenue for the city.</p> <p>Another correlated issue is the heavy truck traffic coming through Moab on Main Street. Opponents of Walmart’s presence claim that the store would contribute to the possible deterioration of our local Main Street stores which all have unique wares and cultures; however, the heavy trucking coming through the center of town is already ruining the “flavor” of Main Street.</p> <p>One possible solution would be to re-route heavy truck traffic down Potash Road, across the Colorado River, and on down Highway 191 South. If Walmart were to help with this construction, the community could find the ideal location for Walmart and a solution for the heavy truck noise. It could be a win-win solution.</p> <p>David Vaughn from the Grand County Road Department said during our class that he would be more than willing to help me and our Ceasefire Club develop a data driven map and project-solution that would make Walmart and Moab partners rather than adversaries.</p>

Optional:

-Lesson Plans

-Student Artifacts

-Publicity