

Mandy Jones CMAP PROJECT

Project Title: Poetry: Exploring the Community

Created by: Mandy Jones

Class: CMap

Project Description	Students will begin their journey by learning poetic devices and what elements are included when creating poetry for an audience. Through the use of GPS units and digital cameras/phones, students will begin mapping locations in and around Milford, UT that stand out to them. As they are mapping, they will write a poem about the location to use as a description on the ArcGIS Map that is generated by each student. The final project will be a collage of the locations the student visited.
Community Issue or Problem Selected -How project evolved?	<p>The community of Milford, UT is not supportive of academic success. The members of the community are quick to attend sport events and talk about the athletic success of the students but many fail to realize the students are achieving academically as well.</p> <p>This had me thinking how can I get the community to notice the success of the students who excel in academics whether it be in math or English. The students are already creative in their own right and only need little prodding when it comes to thinking outside the box.</p>
Community Partner(s)	N/A
Project Objectives	<ol style="list-style-type: none"> 1. Students will learn to make a storymap with wayward points from around Milford. 2. Students will write a poem from each wayward point using poetic devices to describe the location. 3. Students will learn the basics of GPS navigation including making and creating waypoints. 4. Students will learn how to synthesize and use visual images to create “word pictures” and digital images.
Utah Core Standards/Objectives	<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><i>Objective 3 (Comprehension of Literary Text):</i> Comprehend</p>

	<p>literature by recognizing the use of literary elements across genres and cultures.</p> <ol style="list-style-type: none"> Examine the relationship between oral and written narratives. Understand the uses of character development in conveying theme in literary works. Analyze themes in literature and their connection to politics, history, culture, and economics. Evaluate setting as it contributes to characterization, plot, or theme. Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification. 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><i>Objective 1 (Writing to Learn):</i> Interpret and analyze ideas and perspectives to clarify thinking through writing.</p> <ol style="list-style-type: none"> Analyze varied ideas and opposing opinions. Analyze facts, events, or ideas to create meaning. 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>How can you use your community to create imagery rich poems?</p>
<p>Assessments (rubrics, scoring guides)</p>	<p>Poem Writing Rubric Mapping Rubric</p>
<p>Project Products</p>	<p>Each student will create an original poem using at least five commonly used poetic devices. The devices need to be correctly used and identified for full credit.</p> <p>Students will create an Arc Map using the wayward points they made for each poem. They will need to included the poem in the description.</p>
<p>Project Timeline (include a step by step Procedures)</p>	<p>Day 1: Introduction to poetry and the creative process; introduction and learning of poetry devices.</p> <p>Day 2: Introduction to using GPS devices and wayward points.</p> <p>Day 3: Field Trip - Students will be given wayward points</p>

	<p>around town to find. They will need to find the locations, read the poem at the location and then write down the poetic device used. They will be practicing GPS skills and mapping.</p> <p>Day 4: Students will discuss and share their thoughts of the field trip. They will begin brainstorming locations to make wayward points for their own poetry.</p> <p>Day 5: Introduction to mapping and creating wayward points</p> <p>Day 6: Field Trip - Students will make three wayward points and take pictures of locations.</p> <p>Day 7: Write poems for each wayward point and begin creating mapping image to share on the community website.</p> <p>Day 8: Finalize poems and mapping.</p> <p>Day 9: Share projects with the class</p>
Resources Needed	<p>Class set of GPS units Computers to work on maps Arc GIS and Garmin App.</p>
Skills Required	<p>It will be helpful if students have basic computer skills, as well as be familiar with folder structures on networks and GPS devices.</p> <p>If students do not have these skills already, they will be learning them during class.</p>
Project Team Member Roles	<p>Teacher(s): Facilitate and help students with projects</p> <p>Students: Work on projects, map wayward points, write poems</p> <p>Partner(s): N/A</p>
Celebration/Presentation	<p>Students will be sharing their poems by doing a dramatic reading.</p> <p>They will present their maps in front of the class and share <u>any insights they received while during their project.</u></p>
Project Evaluation	<p>There are two separate assessments. The first is creating poems using imagery to describe locations around the community. Scores will be figured through using the Poem rubric.</p>

	The second is creating a Arc Map using the wayward points created for the poems. The scored is calculated by using the Mapping rubric.
Project Bibliography	Rubric Creation Core Standards Intro to GPS How to Read Poems
Plans for Future CMap Activities	

Optional:

- Lesson Plans
- Student Artifacts
- Publicity

Things I like:

Past CMap Projects: 2007-Poetry:Living Water