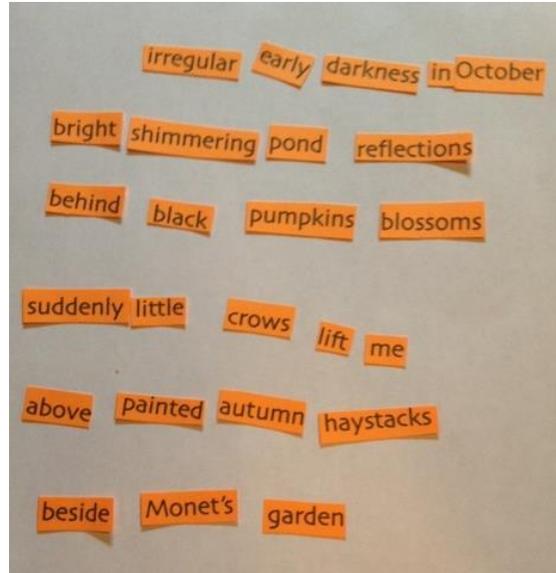
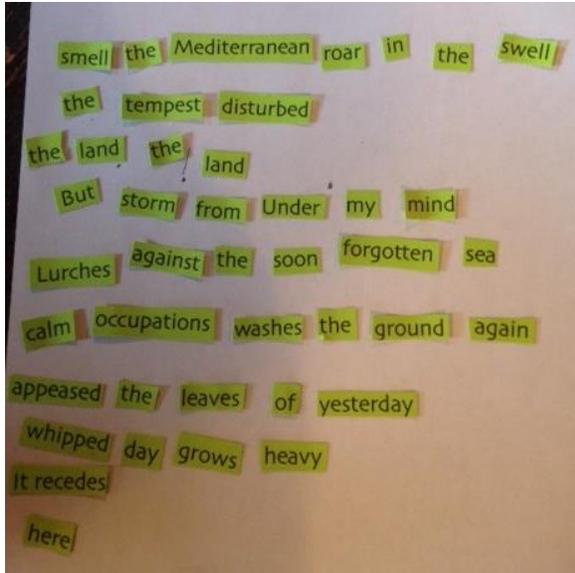


## Poetry in a Pouch Collaborative Project



### Overview:

After their tour of the museum, students will further explore the idea of artistic inspiration while creating a collaborative poem with their peers. Using the words from an existing poem as building blocks, students will work together to rearrange the words and write their own "found poem." Each student will contribute to the project, creating a new artwork as a group.

### Learning Objectives:

*Students will be able to:*

- Think critically about the idea of artistic inspiration and what inspires individual artists, and apply it to their poem.
- Acquire new vocabulary and analyze the meaning of words.
- Work collaboratively to create a poem, making choices that will benefit the project as a whole.
- Discuss their own and other's response to the poem using appropriate vocabulary.

### Featured Artwork:

*View of Cap d'Antibes or Grainstacks, White Frost Effect, by Claude Monet*

## Materials:

- Poems cut up into individual words.
- Possible poems include:
  - “Cap d’Antibes” by Edna St. Vincent Millay
  - “Autumn at the Farm” by Edward Byrne
  - “Monet’s Garden” by Burt Kimmelman
  - “Autumn Refrain by Wallace Stevens”

## Lesson Steps:

1. Remind the students about the poem and painting they saw in the galleries, both titled Cap d’Antibes.
2. Discuss artistic inspiration with the students as they remember the similarities and differences they found between the two works.
3. Tell students they will be using the words from an existing poem as inspiration to “find” a new poem of their own.
4. Explain that they are not trying to recreate a poem, or guess what it is, but to come up with something that is new and original using as many or as few words as they like.
5. Working in groups, the student will start looking at the words from their poem. They should start moving the words around, deciding which words might go together.
6. Students can begin building their poem by stringing the words into lines, paying attention the relationships between the words and the different parts of speech (nouns, verbs, adjectives and adverbs).
7. Once the groups are finished, have one student share each poem with their peers, and encourage a discussion about the tone, the mood, and the subject of the poems (see *How to find meaning in a poem*). Read the original poem so they can explore the similarities and differences between the poems.

## **Monet's Garden by Burt Kimmelman**

*Giverny, 20 August 2005*

The lily's charm is not  
its colors but how it  
floats, as if free, upon  
the pond's dark surface. We  
make our way over his  
wooden bridge and then pass  
the shrubs and flowers he  
planted, arranged just so  
to paint. How carefully  
the pigment would be placed,  
how gradually the world —  
its daily businesses —  
would become still and deep.

## **Autumn Refrain by Wallace Stevens**

The skreak and skritter of evening gone  
And grackles gone and sorrows of the sun,  
The sorrows of sun, too, gone . . . the moon and moon,  
The yellow moon of words about the nightingale  
In measureless measures, not a bird for me  
But the name of a bird and the name of a nameless air  
I have never—shall never hear. And yet beneath  
The stillness of everything gone, and being still,  
Being and sitting still, something resides,  
Some skreaking and skrittering residuum,  
And grates these evasions of the nightingale  
Though I have never—shall never hear that bird.  
And the stillness is in the key, all of it is,  
The stillness is all in the key of that desolate sound.