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Grades 6-8

In this activity, students will be recognizing and creating imagery in poetry. This activity has many extension possibilities to support different academic levels and learning styles.

**Background Knowledge**

Students will need to have an understanding of simile, metaphor, onomatopoeia, and alliteration. If students do not have this prior knowledge, then you may exclude that part of the lesson. Feel free to modify this lesson to fit your teaching style and/or students’ interests and abilities.

**Teacher Materials**

- Teacher Website – Walks students through the activity
- PowerPoint Presentation
- Video of PowerPoint Presentation

**Procedure**

1) The students will explore imagery through the website, PowerPoint provided, or through your own instruction.
A) They both include a definition of imagery and a poem to visualize.

2) The students will take a visual tour of six selected paintings.

A) Suggested Paintings

i) Waterlilies by Monet

ii) Starry Night by Vincent Van Gogh

iii) Woman in Orange Hat by Picasso

iv) The Great Wave off Kanagawa by Katsuchika Hokusai

v) Beside Sill Waters by Thomas Kinkade

vi) Eternity by Leonid Afrewov

3) Students will choose one of the paintings and write a ten line poem describing it, specifically appealing to the reader’s five senses.

A) The poem must include one:

- Metaphor OR simile
- Alliteration
- Onomatopoeia

4) The students will post their poem to a Schoology discussion.

5) POETY HUNT - Classmates will then complete the following:

A) You may set the discussion to list the students’ names as “anonymous” to help them feel more comfortable sharing.

B) Students will read through their classmates’ poems.

C) The student will have three tasks on their hunt.
1) The student will guess which painting ONE of their classmates described in their poem by typing the title and artist under the original post. (Focus on proper formatting skills.)

2) The student will recognize ONE metaphor or simile in another student’s poem by typing the example under the original post.

3) The students will recognize ONE form of alliteration or onomatopoeia in another student’s poem, by typing the example under the original post.

D) Once a poetic element has been recognized under a poem, it may not be repeated, and students must find another poem to hunt through.

E) In some classes, I only have them guess the poem and one poetic element. In my more advanced classes, I have them recognize all poetic elements and even add more to include in their poem such as hyperbole, personification, or symbolism.

**Possible Extension Ideas**

1) Students may choose their art by taking a virtual tour through some of the world’s most famous art museums. (Mature Students)

   National Gallery of Art, Washington DC

   Musee d’Orsay, Paris, France

   National Museum of Modern and Contemporary Art, Korea

   Rijksmuseum Amsterdam, Netherlands

   Van Gogh Museum – Amsterdam
Guggenheim Museum, Bilbao

2) Research a painting and its artist.

3) Discuss and write about the theme or meaning behind a painting or piece of art.

4) Write an art review.

https://www.liveabout.com/art-words-list-2577414

5) Collaborate with Social Studies to find art that relates to their topics of study.

6) Collaborate with the Art instructor to have students create their own art.

7) Create a brochure for one of the virtual museums that will include their poem.

8) This poem is similar to a Catalog Poem. For their next assignment, have students write a Catalog Poem about their favorite subject in school including poetic elements reviewed.

9) Create a backwards imagery poem, where students write a poem first and then a partner has to try and illustrate it.

10) Create a choice activity using any of the activities listed above.

**Differentiating Instruction**

1) Limit the amount of paintings.

2) Decrease or increase the amount of lines in the poems.

3) Include other poetic elements such as: hyperbole, personification, symbolism, meter, rhyme schemes, etc.

4) Students may use another form of technology like PowerPoint Presentations to present their poems instead of posting to Schoology. They might even use paper and pencil.
5) Create a Poem Gallery in the classroom, so students might move about to complete their Poetry Hunt...if we ever get back in the classroom.

Example of the Assignment