VIRTUAL INSTRUCTION GUIDE

Workshop:
My Feeling is an Animal

Learn how to use metaphor and lineation by creating an original poem inspired by colorful, emotional animals. You will also learn how cultural differences shape how humans demonstrate emotion.

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Workshop duration: 25 - 45 minutes
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OBJECTIVES

You will learn:

• How to use metaphor and other forms of figurative language in poetry.

• About the use of stanzas in poetry.

• How to create lines in poetry using lineation.

• How to create rhythm in a poem by paying attention to how words look and sound.

• How to draw connections between your knowledge and experience of human emotion and animal behaviors.

• How cultural differences shape how humans demonstrate emotion.

MATERIALS/TECHNOLOGY/APP/SOFTWARE

• Laptop, tablet, smartphone, or smart screen with internet access and streaming capabilities.

• 1 piece of paper

• A writing utensil
DIFFERENTIATED LEARNING

METHODS

• Instruction is provided in text and video formats, available in both Spanish and English.

• You may also work offline by printing this art-making guide, as well as this step-by-step document.

• YouTube can automatically create closed captions.

Click the [CC] button near the lower right corner of the viewer frame. Please note: captions are generated by algorithms, so their quality may vary.

• A variety language subtitles are available for each video.

• The instructions and expectations can be modified and simplified as needed.

• The facilitator can write down the answers if necessary.

• Instructions can be given orally or as a written prompt.

• The exercise can also be limited to three examples or fewer as needed.

• This exercise has been successful with students as young as five, and with neuro-diverse students.
You will be introduced to these artists, art histories, movements and/or concepts:

**Metaphor:** A figure of speech that describes an object or action in a way that isn’t literally true, but helps explain an idea or make a comparison.

**Stanza:** A set of lines in a poem grouped together and set apart from other stanzas in the poem, usually by a double space or by different indentations.

**Lineation:** The process of arranging words using lines and line breaks.

**How to Create Line Breaks**

**Culture and Emotions**

*Sad Blue Elephant Clip Art, Clip Art Max, 2020*
1. Have your paper and writing utensil ready or have someone ready to write for you.

2. First, think about a feeling or emotion; any feeling or emotion that someone might have. Think of the movie *Inside/Out* for example, and if you like, you can use an emotion portrayed in that movie.

   **Write down the name of a feeling or emotion: [Emotion] _____**

   Example: Disappointment

3. Next, imagine that somehow that feeling or emotion magically transforms into an animal. **What animal does that feeling become?**

   **Write down the name of the animal: [Animal] _____**

   Example: Rat

4. Now, what color is that animal? You can stick with realistic coloring, or be more fanciful, such as “pink zebra” or “rainbow-colored tortoise.”

   **Write down the animal’s color: [Animal color] _____**

   Example: Gray

5. Finally, imagine what the animal may be doing? For example, if your emotion is “sadness”, imagine how THAT animal shows sadness? Try to choose an action that differs from how a human might show sadness. While a human may cry when sad, maybe your animal gets the hiccups or spins around in circles.

   **Write down the animal’s action: [Animal action] _____**

   Example: Scrounging a barren landscape for food
9. You will have a total of 5 lines:

[Emotion] is a [Animal color] [Animal] [Animal action]

[Emotion] is a [Animal color] [Animal] [Animal action]

[Emotion] is a [Animal color] [Animal] [Animal action]

[Emotion] is a [Animal color] [Animal] [Animal action]

[Emotion] is a [Animal color] [Animal] [Animal action]

10. You have also successfully used **metaphors** to explain your ideas and make comparisons.

11. Now, think about how you can **take your 5 sentences and break them into shorter bits** of information or **stanzas**. You will choose how many words you use in your shorter lines groupings. For example:

   Disappointment is a gray rat
   scrounging a barren landscape for food

   OR

   Disappointment
   is a gray rat
   scrounging
   a barren landscape
   for food

12. Continue breaking each of your 5 lines into **stanzas**. In poetry, this process of making creative decisions using line breaks is called **lineation**.

13. Congratulations, you’ve written a poem!

14. If you’d like to continue, try to find unique sounds in your poem--rhymes or near-rhymes perhaps. You can also use your word and sound combinations to guide any additional revisions you’d like to make.

15. Just like movies and books, poems have titles. You may ask yourself, “what is this poem about?” and use your answer to help you choose a title. Write down your title at the top of your paper.

16. You’ve done a wonderful job today. Thank you for taking the time to work on your poem.
6. **Repeat steps #2 through #5, four additional times**, choosing a **different** animal each time. You will assign each different animal with a different emotion, color, and action.

You will have a total of 5 different examples:

a.  
   [Emotion] _____  
   [Animal] _____  
   [Animal color] _____  
   [Animal action] _____

b.  
   [Emotion] _____  
   [Animal] _____  
   [Animal color] _____  
   [Animal action] _____

c.  
   [Emotion] _____  
   [Animal] _____  
   [Animal color] _____  
   [Animal action] _____

d.  
   [Emotion] _____  
   [Animal] _____  
   [Animal color] _____  
   [Animal action] _____

e.  
   [Emotion] _____  
   [Animal] _____  
   [Animal color] _____  
   [Animal action] _____

7. **Read your examples out loud** and make any changes you desire.

8. Next, let’s **put your answers into sentence form**, following this format:

   [Emotion] is a [Animal color] [Animal] [Animal action]

Using the examples provided, I would write:

Disappointment is a gray rat scrounging a barren landscape for food
This workshop incorporates the following Illinois State Learning Standards:

**Language Arts L.VAU.5 Primary**; Vocabulary Acquisition and Use; Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

**Language Arts R.CS.4 Primary**; Craft and Structure; Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone; Describe how words and phrases supply meaning in a story, poem, or song.

**Language Arts 7.RL.CS.4 Junior High**; Reading standards; craft and structure; Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

**Language Arts CC.4.L.5 Primary**; foundational skills; Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Language Arts CC.4.L.3.a, Primary**, foundational skills; Knowledge of Language: Choose words and phrases to convey ideas precisely.

**Language Arts CC.7.R.L.4, Junior High**; reading standards; Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Writing CC.7.W.4, Junior High**; writing standards; Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Social Studies GC 9-12.2, High School**; Global Connections; Explain how language, belief systems, and other elements can facilitate global understanding or cause misunderstanding

**Social Studies IDI.PK-5.3; Elementary**; Individual Development and Identity; Explore factors that contribute to personal identity, such as physical attributes, gender, race, and culture.
If you are interested in receiving school credit for the work you have completed in this workshop, please [have a parent or guardian if under 18] contact Nakyung Rhee via email at rhee@snowcityarts.org.

If you would like to have the work you created displayed in a Snow City Arts exhibition space or virtual gallery, please [have a parent or guardian if under 18] contact Nakyung Rhee via email at rhee@snowcityarts.org.

Contact Chi Achebe, Snow City Arts Program Manager at chi@snowcityarts.org if you would like to continue working virtually with one of our Teaching Artists, if you have questions, or would like to offer feedback.