

Theme

Technology

Story Title

Ellorna's Puzzling Case

Writing Lesson

Poetry

National Writing Standards

2 Understanding the Human Experience; 4 Communication Skills; 5 Communication Strategies; 12 Applying Language Skills

6+1 Trait®

Ideas, Organization, Voice, and Word Choice, Conventions,

Art Making and Meaning Question

Style

How does this thing look similar to others?

Objectives

Students will:

Recognize that things that serve the same function can be different in style.

Find artworks that share similar subject matter, but differ in style.

Identify acrostic and diamante poetry.

Compose two poems using the same subject matter but different styles.

Preparation

Prepare copies, transparencies, or use images from ArtsConnectEd Supplement (examples include: family scenes, seascapes and landscapes), or from other sources, that show similar subject matter but differ in style. Provide a definition of style for the students:

Style of a set of common qualities (such as visual qualities, technical features, or subject matter) that is shared by a group of works made by one artist, made within an art movement, or made in a particular era or culture. No one quality is necessary for all works in the style, but enough qualities must be shared so that there is a "family resemblance" among the works.

Make copies of the story, "Ellorna's Puzzling Case." Select how you wish to have the story read to the students. They may take turns. You may read the story to them, or make a recording of the story ahead of time and play it to the students as they read along. Make copies or overheads of a variety of diamante poems and the acrostic poems (Use your Internet browser or go to http://www.writing.com/main/view_item/item_id/945057 for examples).

Gather at least three pairs of athletic shoes in very different styles. You may use examples other than shoes; however your examples should be the same kind of

thing in three very different styles. Some other examples could include watches, patio furniture, or hats. If you can not bring in the examples, prepare images of the items to show the students.

Activities

- 1.) Display the examples of athletic shoes for the students. Ask the students to identify what makes each pair of shoes unique.
- 2.) Point out to the students that although all the examples are athletic shoes they differ in style.
- 3.) Supply a definition of the term style for the students.
- 4.) Discuss with the students that artworks will often share the same subject matter, but be completely different in style.
- 5.) Show the examples of artworks and have the students match up similar styles and subject matter.
- 6.) Have the students read the story, "Ellorna's Puzzling Case" and discuss the story. Encourage the students to list characteristics of Ellorna and write these characteristics on the board.
- 7.) Instruct the students that they will be composing two poems. The poems will share the same subject matter, Ellorna and her puzzling case, but will differ in style.
- 8.) Explain the different styles of poems and show examples. An acrostic poem is one in which the first letter of each line spells the title. The acrostic poem will spell the title Ellorna's Puzzling Case vertically (you may wish to modify this assignment and have your students just do Ellorna's name).
- 9.) Inform the students that a diamante is a comparison/contrast poem with each line of the poem following a formula and will resemble a diamond shape when completed. First select 2 subjects the poem is about; the subjects can be for comparing or contrasting. The first line of the poem is one noun (subject A); second line is two adjectives describing that noun; the third line contains three action verbs (ending in ing) describing subject A, the fourth line contains two nouns for subject A and two nouns for subject B. The fifth line will contain three action verbs for subject B; the sixth line will have two adjectives describing subject B; and the last nine is the noun (subject B). See example.
- 10.) Assign the students to create a diamante poem comparing Ellorna (subject A) and her puzzling case (subject B).
- 11.) Instruct the students to re-read the story and look for words and ideas that they can use in their poem.

References

Erickson, M. (2005). *Art making and meaning: Understanding through questions*. Tucson, AZ: CRIZMAC.

Sebranek, P. Kemper D. & Meyer, V. (2005). *Write source: A book for writing, thinking, and learning*. Wilmington, MA: Houghton Mifflin.

Diamante (6th Grade Student Example)

Erin
Crazy, Creative
Laughing, Dancing, Annoying
Student, Artist, Scholar, Writer
Composing, Worrying, Working
Quiet, Serious
Mark

Acrostic (6th Grade Students Examples)

MATH

Many numbers surrounding equations

Accuracy being so crucial

Tables and problems causing frustration

Hiding poetry in an unknown language

READING

Rapid daydreams that may occur

Everlasting adventures that run through the pages

Appealing pictures that catches one's eye

Details that specify every speck of the story

I'm not lying, you won't be disappointed

New stories occur in every new book

Glorious characters in every part