



Teaching *for*
TRANSFORMATION

Poetry Illuminations

Senior: AP Literature & Language

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Grace Community School



Deep Hope:

I hope that the **Incarnation of Jesus** will shape how we imagine our world, how we treat people, how we read stories, and how we give flesh to our own ideas through the practice of writing.

Essential Learning Targets:

- ① I can interpret and make meaning of a poem by exploring the imagery, metaphors, structure, congruities, and incongruities crafted by the poet in order to share it as a gift with others.
- ① I can practice incarnational theology by bringing the imagery of a poem to life by illuminating a poetic text.



Curricular Outcomes:

Students are practicing the art of interpreting complex texts in preparation for the Question 1 of the AP Lit. & Language Exam.

Habits of Learning:

Courageous Designing: Students are creating illuminated poems in the tradition of the Lindisfarne Monastery and William Blake. The process of creating this illumination will be informed by the analysis of the chosen poem as well as practice in thinking about images in relation to words. The final illumination will be framed on matte board.

Gracious Communication: Students will give each other feedback via peer review.



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See God's Story:

I want my students to understand that poetry is exultation in reality, it is an act of creation that mimics the divine act in Genesis. Poetry is an attempt to call material into being through words. God spoke and it was so. Our words can't become in the same way as God's words, BUT they do have the power to affect reality by bringing to life images in our minds. The act of poetry is part of the pattern of the divine that connects us tangibly to God.



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Storyline:

Because Jesus came in the flesh,
He has dignified all matter as
good. He has made our world,
our lives, our work, and our
suffering and death meaningful.
Because of the incarnation the
things we make (ie poems) are
meaningful and worth taking
seriously.

Because of Jesus
Matter Matters



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Throughlines:

Throughline #1 Beauty Curator: Students are selecting poems and illustrating them by making choices based on the content and form each poem. This throughline deepens the understanding of the topic or unit by making students contemplate the how and why of poetry.

Throughline #2 Image Reflector: Students are co-creating along with a poet. Much like God has us co-create along with him. Students are adding meaning and interpretation to a poem of their choice by illustrating it. This deepens the understanding of the topic by showing them that making is communal and it is an act that is profoundly Godlike.



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Formational Learning Experience:

Real Needs: Beauty is essential to life AND it connects us to the transcendence of God

Real People: Those receiving the Illuminated Poems

Real Work: Illuminating Poems



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INVITE

- Students were invited into the FLEx through a Back-to-Back exercise and a reflective writing over the prompt.

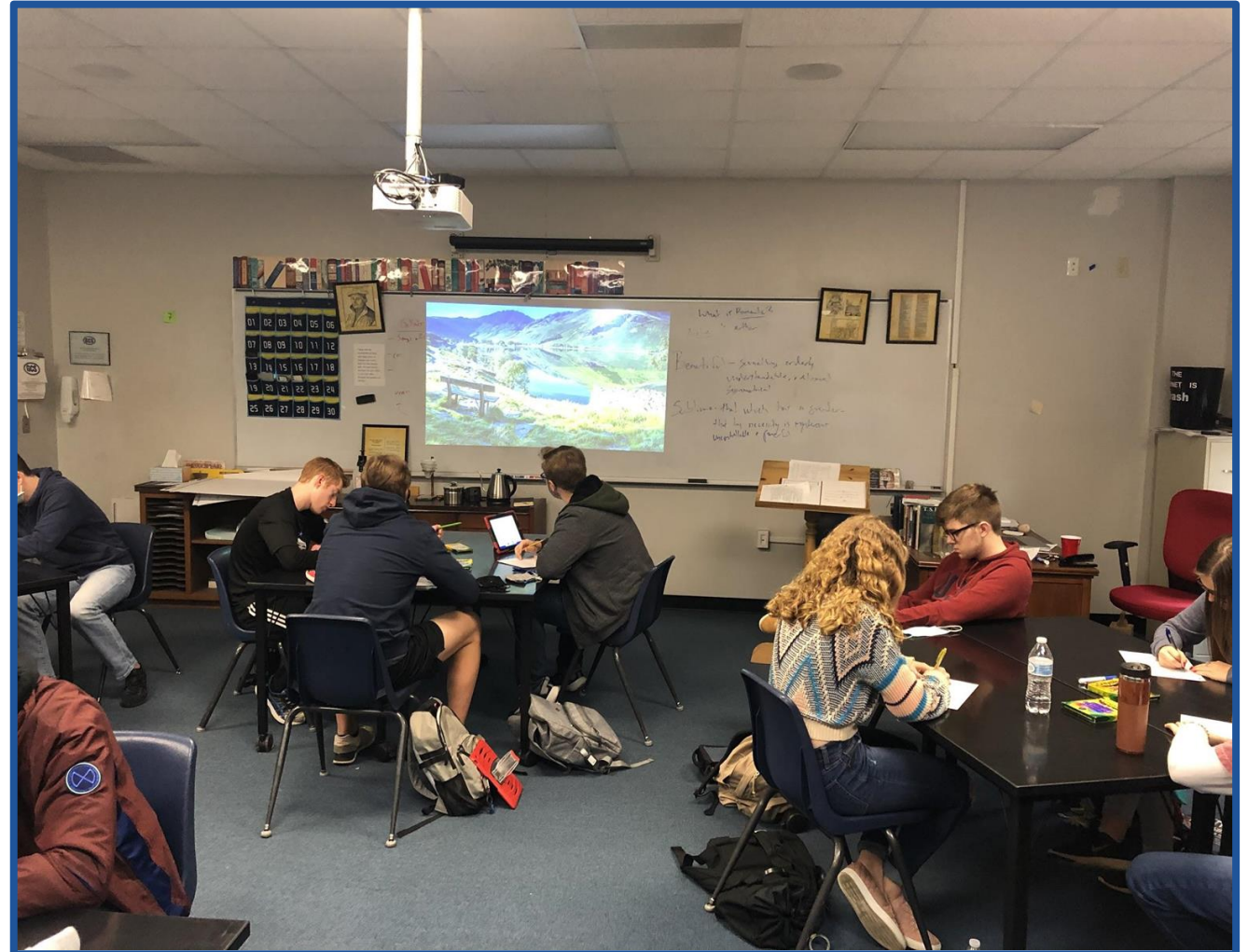




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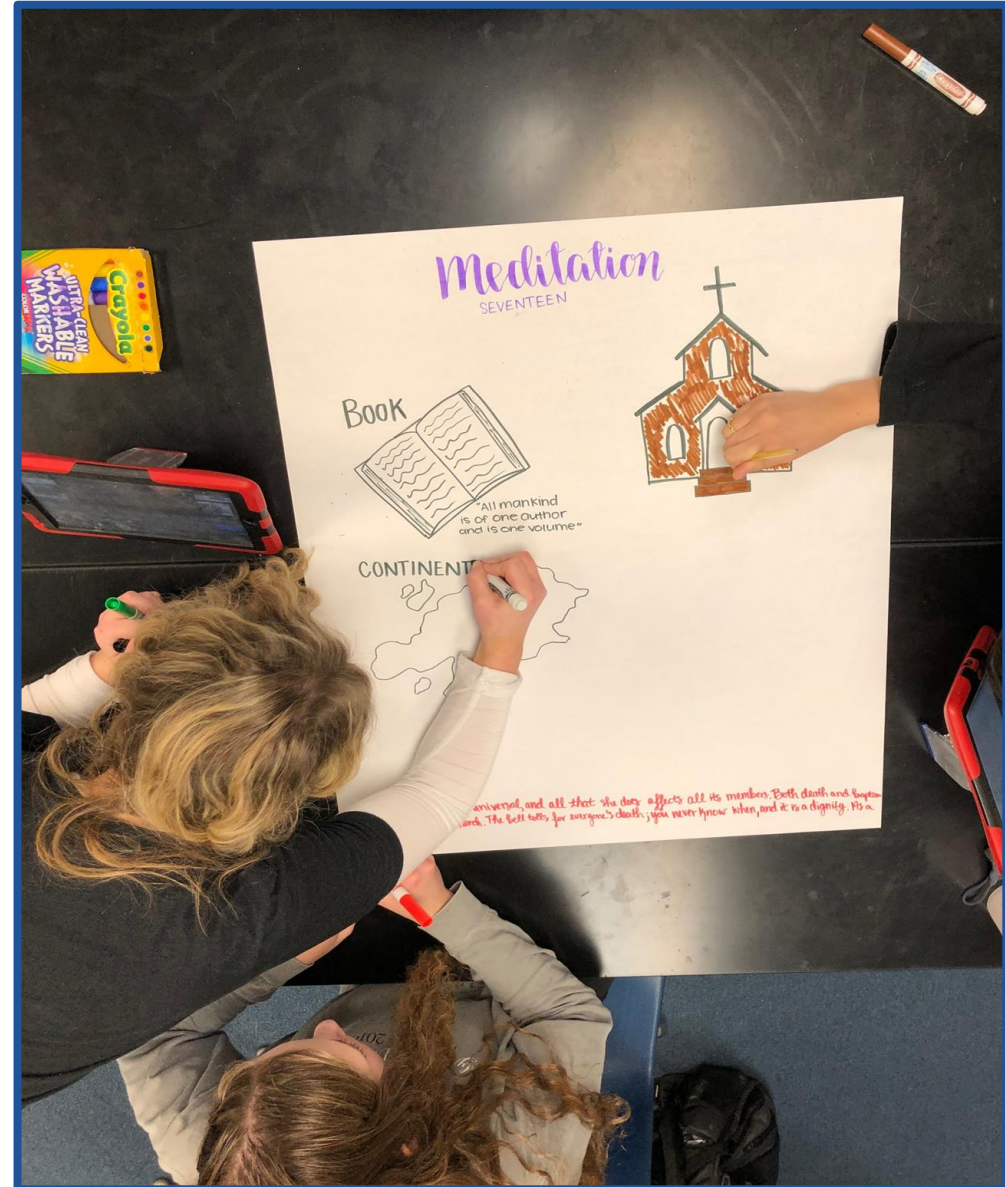
NURTURE

- We looked at art and poems together, both illuminations and individual poems.



EMPOWER

- We practiced bringing images to life by looking, discussing, and creating.





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Students
participating in a
gallery walk giving
warm and cool
feedback to each
other with sticky
notes.

Student Reflections:

“The deep hope centers around viewing the world through the lens of Jesus. If we write a poem just to turn in and get a good grade, we are thinking only of ourselves. And if Jesus wasn’t existent, that would be fine, because there would be no point to life anyways. However, He does [exist] so every we do should honor him. Working super hard on a paper to get a grade doesn’t show anyone the love of Christ. Through this project, we have the opportunity to make what we do in class affect other people and thereby honor Christ.” – Grace

Student Reflections:

“I like the connection between the storyline saying ‘because of Jesus, matter matters’ and the deep hope that the incarnation of Christ shapes the way we view and treat matter. It’s like Jesus gives meaning to the matter and then through the process of understanding his incarnation we correctly shape our interactions with the world. Then that kind of connects back to the ‘what to do’ because a) the poem and who it reaches matters, and b) the incarnation helps shape that understanding.” - Haley

Teacher Reflections:

How was the deep hope and essential learning targets realized?

It was accomplished through an essay, an illumination, feedback from student to student and from teacher to students, and in the giving of the poems as gifts.



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