



Flow Poetry with ecoaborijanelle

Overview

Join spoken word poet Janelle “ecoaborijanelle” Pewapsconias. Using flow poetry, you and your students will explore our Saskatchewan watersheds and water systems as a topic of focus for poetic expression and scientific inquiry.

The broadcast will include performances by the artist as well as opportunities to observe a collaborative writing process, practise induction and deduction, and assess the created piece based on their flow poetry skills developed.

Artist Bio

Janelle “ecoaborijanelle” Pewapsconias (she/her) is a Nehīyaw Spoken Word Poet, Community Engaged Researcher, Social Innovator, and Public Speaker based in the Treaty Lands now known as Little Pine First Nation, Treaty 6 Territory on Saskatchewan. As a reserve-based artist, she practices, organizes, and builds her spoken word practice that continues the oral tradition and celebrates narratives of Indigenous survivance and strength.

She believes in ahkamēmōwin (“ahh-gkaa-mey-moo-win” 5 syllables) – meaning: having resilience and never giving up. Impassioned and determined, ecoaborijanelle brings the message: “your words are alive, your words matter, let us tell our stories with care”.

Strand: Drama
Grades: 1 – 4
Content: 45 minute broadcast + hands-on activity

Classroom Setup:

- Students can stay at their desks
- Data projector/projection system
- Audio/speakers

Materials:

- Paper and pencil for a visual narrative lab report
- Access to internet to find images for resources

Curriculum Aims & Goals

Aim:

The aim of K-12 Arts Education is to enable students to understand and value arts expressions throughout life.

Creative/Productive:

Students will inquire, create, and communicate through dance, drama, music and visual art.

Critical/Responsive:

Students will respond to artistic expressions of Saskatchewan, Canadian and International artists using critical thinking, research, creativity and collaborative inquiry.

Cultural/Historical:

Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts, and understand the connection between the arts and human experience.

Creative/Productive

CP1.7

Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work.

CP2.4

Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection.

CP2.5

Create sound compositions using communities as inspiration.

CP3.3

Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration.

CP4.3

Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.

Critical/Responsive

CR1.2

Investigate and describe various reasons for creating arts expressions.

CR2.1

Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities.

CR3.2

Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.

CR4.2

Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.

Cultural/Historical

CH1.1

Describe the arts and cultural traditions found in own home and school community.

CH1.2

Identify traditional arts expressions of First Nations and Métis artists.

CH2.1

Identify key features of arts and cultural traditions in own community.

CH2.2

Describe key features of traditional arts expressions of Saskatchewan First Nations and Métis artists.

CH3.2

Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.

CH4.1

Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.

CH4.2

Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.

Outcomes Tips for Teachers

Grade 1 – Encourage students to think about the different sounds that water makes and see if they can incorporate any of those into their poetry.

Grade 2 – Ask students to write about the water in their own community.

Grade 3 – Ask student to discuss water in Saskatchewan and examples of constructed disruptions and pollutions.

Grade 4 – Encourage students to write about Saskatchewan water.

Video Broadcast Program (45 minutes)

Timeline of Broadcast

- Artist Intro & Bio Video and Introduction
 - View the LIVE Arts video of the artist
- Artist performance of '*Flow Poetry*' on the Prairies
 - Performance of spoken word poetry piece about the water system in Saskatchewan
- Artist lecture on '*Flow Poetry*' on the Prairie waters
 - Introduction to flow as a poetry device
 - Introduction to patterns of flow
- "Writing Watershed into Words" Poetry Lab
 - Create a word bank and list of rhymes based on the images of waterbodies within the prairies
 - Create 4-12 lines of flow poetry utilizing the word bank, list of rhymes
 - Speed read the poem and revise
- Review and wrap up
 - Lesson review and closing circle

Teacher Guided Post-Broadcast Activity

“Writing Watersheds into Words” Poetry Lab

60 – 90 minutes

The “Writing Watersheds into Words” Poetry Lab is the post-broadcast exercise for the “Flow Poetry with Spoken Word with ecoaborijanelle”. This activity is to offer space for observations of students’ water system and craft a piece of flow poetry based on the bank of words and rhymes developed with students.

The lesson plan can include land based elements like a nature walk and visit to the water during the writing and performing activity.

Prepare for the Activity

- In classroom delivery of the lesson plan, prepare to have the “Flow Poetry by ecoaborijanelle” PowerPoint slides or a print out of the poem.
- Prepare at least 4+ images of water bodies within your watershed in your area. Add to your presentation slides. Google has several images to share with your class. Search for images of waterbodies within your region or watershed.
- In addition to the images, a nature walk near a body of water can support the relationship-building between students and nature. Please take appropriate bottles of water, outdoor wear, and notetaking/visual art with a writing tool to record their observations.
- Also, please consider bringing special stationary for students who may not be able to bring their own from home. All our words matter.

Proposed activity schedule

- 1) Invite students to sit in their desk or comfortable space to observe, think, and create a poetic ‘narrative lab report’ to tell the story of their process and findings.
- 2) Begin the session by reviewing the topic of ‘flow poetry’ and how pattern can be found within this style of poetry.

Flow poetry is a term to describe writing that makes sense in the story, structure of the poem, and language within and between sentences and paragraphs.

Pattern in flow poetry can be presented as:

- *Line length*
- *Rhyming on beat*
- *Stanza format*
- *Flow of the words*
- *Ideas*
- *Smooth even movements*

- 3) Review the four line samples of "Flow Poetry on the Prairie" by ecoaborijanelle with students. Utilizing the smartboard or markup features of the slides, find the patterns within each stanza.
- 4) In this portion of the lesson, we will take our nature walk near water or present the images of the bodies of water within your regional watershed. Teachers will then ask students for nouns, personifications of nature, verbs, relationships, sounds, etc. to create a word bank. In addition, ask students to add to the list with rhyming words (based on their level of skill).
- 5) **Think** - On their own, students are to utilize their writing pads and tools to create a piece of narrative report to reflect what they are witnessing. Pieces of work can be written poems, freestyle writings, movements, drawings or doodling. It can be listed words. I can be a short poem in a simple pattern e.g. AABB, ABAB, ABCB, AABBC, haiku, free style, etc.

Reinforce the process by asking students to see the world and images around them and create characters, small stories, or wild narratives about the water body and living organisms around them.

- 6) **Pair** – In pairs, students are to share their writing or created piece to practice their narrative reports of their experiences.

Reinforce the paired activity by asking students to describe "how did I look for it?"

- 7) **Share** – In the large group, ask students to share the story of their narrative report writing or piece.

Support learning by leading a discussion on “what did I find?”

- 8) Conclude the arts lab by reflecting on the lessons learned throughout your lesson plan, and relates the class to the larger, real-world connection by answering the question, “What do these things mean?” in relationship to the focus of your class curriculum.

Polished artworks and poetry pieces can be put on display. For further writing or art prompts about protecting and celebrating our relationships with water, please join [ecoaborijanelle](#) throughout the month of April 2021 for daily art prompts!

Supplementary information

- **@30forthewater.** Join #30ForTheWater on Instagram and social media for daily poem and art challenge prompts all throughout the month of April! Open all year, art works will be shared on the Instagram story for viewing of all participants across North America. <http://instagram.com/30forthewater>
- **The Four Levels of Flow in Writing.** What it means when writing flows, from a teacher’s perspective. <https://www.grammarflip.com/blog/the-four-levels-of-flow-in-writing-what-it-means-when-writing-flows>
- **National Poetry Writing Month (NaPoWriMo).** National Poetry Writing Month is a creative writing project held annually in April in which participants attempt to write a poem each day for one month in the United States of America and Canada. In April 2021, the League of Canadian Poets is celebrating with the theme of resilience. For more updates visit their website. <https://poets.ca/npm/>
- **Partners for the Saskatchewan River Basin.** Since 1993, Partners FOR the Saskatchewan River Basin (PFSRB) has promoted stewardship and sustainability of the Saskatchewan River Basin. <http://www.saskriverbasin.ca/>
- **Rhyme Zone.** A language arts reference tool and comprehensive search engine for words. Includes the functions of a rhyming dictionary, thesaurus, and spelling checker. www.rhymezone.com
- **Structure in Poetry.** The structure of a poem refers to how it was crafted. A poem with strong structure allows the reader to move easily from beginning to end, helping to create a particular response within the reader. <https://www.familyfriendpoems.com/poem/article-structure-in-poetry#:~:text=The%20structure%20of%20a%20poem%20refers%20to%20the%20way%20it,how%20it%20should%20be%20read>
- **Thesaurus.** An online source that lists words in groups of synonyms and related concepts. www.thesaurus.com