



## Living River of Words - Poetry Writing Grades 3-12

### **Description:**

During a field trip to a wetland habitat students work with a poetry instructor to compile a vocabulary list based on their surroundings and outdoor experience. In the classroom, students read original works by published poets and are introduced to poetry writing tools such as rhythmic verse, metaphor, couplets, imagery, and personification. Using the inspiration and vocabulary from the field experience the students create original poems. Additional class time may be necessary for students to prepare their poems for submission to the *Living River of Words: Youth Poetry and Art Contest*.

**Duration:** Field Trip – session rotation 30 – 45 minutes **and**  
Classroom - 3 classes x 1 hour each

### **Objectives:**

- Experience firsthand a wetland or riparian habitat.
- Observe and make connections about the importance of water for plants, animals, humans, and the whole ecosystem.
- Use the field trip experience to generate vocabulary lists and ideas for their poetry work.
- Bring to the classroom their personal experience with the natural habitat to interpret and present their artwork.
- Synthesize and interpret this experience to make art.

### **Vocabulary**

Riparian, aquatic, habitat, aquifer, condensation, evaporation, lake, ocean, pond, precipitation, ridge, river, spring, stream, valley, water body, watershed, water cycle, groundwater.

### **Materials:**

Living River of Words booklet  
Plants and animals photos  
Clipboards  
White paper  
Pencils  
Pencil sharpeners, Erasers  
White board and markers  
Worksheet-Word Palette

**Description of Activity**

1. The first Poetry class takes place at the Santa Cruz River or Agua Caliente Park riparian habitat.
2. Take the students for a short walk along the riparian habitat that you are visiting. Students make observations and inquiries about the plants and animals that live there. The instructor guides the students to an understanding of the connections between this habitat, water, animals, plants, and people.
3. Students spend some quiet time making observations and using their senses to fill out the worksheet-Word Palette. The words/sentences are use back in the classroom to create their poems.
4. Students work with the poet instructor and teacher to complete submissions for the *Living River of Words: Youth Poetry and Art Contest*.

**Linked to Arizona Arts Standards:****Creating**

Anchor #1 = Generate and conceptualize artistic ideas and work

Anchor #2 = Organize and develop artistic ideas and work.

Anchor #3 = Refine and complete artistic work.

**Connecting:**

Anchor #10 = Synthesize and relate knowledge and personal experiences to create Poetry.

Anchor #11 = Relate poetic ideas and works with cultural context to deepen understanding.