

Grade: 8	Strand: Writing	Concept: Writing poetry; Using images to support text
Description of Task:	Students write “shape poetry” where the words on the page evoke the central image of the poem.	
Expectations:	8e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities); 8e4 • use a wide variety of sentence types and sentence structures, with conscious attention to style; 8e7 • revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others; 8e19 • use the vocabulary expected for this grade level accurately and imaginatively in their writing; 8e20 • select and use their words with increasing sophistication and effectiveness;	
Software Type:	Presentation (HyperStudio) Word Processing	
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"> • Access and run the program • Enter text using the keyboard • Move text to different points on the page (using tabs, changing margins and line spacing) • Change font sizes and styles • Save and print completed work 	
Student Instructions: (for teacher)	1. Share examples of shape poetry with students. (One is provided with this activity.) 2. Ask them to identify central images and how they relate to the shapes on the page. 3. Discuss effectiveness of such techniques. 4. Have students work with completed drafts or start with new subjects to create shape poems. 5. Remind them of the different ways to move text in the program they will be using. 6. Ask them to save work as they go so that they can undo mistakes more easily if necessary. 7. Students should save and print work at the end of the exercise.	
Teacher Notes:	<p>This activity can help students understand imagery in poetry and in other texts. Students may need to sketch their poems’ shapes so that they know what effects or images they want to see on the screen.</p> <p>The student instructions provided with this activity are written for HyperStudio. This program has a unique feature called “painted text” which allows the user to position the text anywhere on the workspace, without creating text boxes. A word processing program can also be used.</p> <p>Students may complete this activity at a classroom computer in a centres-based approach, or it can be done as a whole-class activity in a computer lab.</p> <p>Related offline activities:</p> <ul style="list-style-type: none"> • Students draft poems. • Students read and compare shape poems by different authors. • Students read poems aloud to each other. <p>Students try to rewrite a shape poem using different images.</p>	
	Activity Template File: Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	Do students’ images match their poems? (curriculum) Is their vocabulary appropriate to their topics and their grade level? (curriculum) Does their work show evidence of revision and editing? (curriculum) Are students able to manipulate the location of text on the page using all of the features of the software? (ict) Do students use a variety of text styles to support the images and feelings evoked by the poem? (ict)	