

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
AMANDA WEST LEWIS

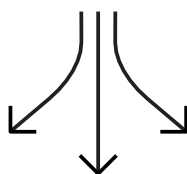


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

TABLE OF CONTENTS

STUDY GUIDE: LITERARY ARTS..... 4

 Program Overview 4

 Curriculum Connections 5

 Extend the Learning (Discussion Prompts) 6

 Assessment Methods..... 8

LITERARY ARTS OVERVIEW 9

APPENDIX 10

 Vocabulary bank/glossary:..... 10

 Student Health and Well-Being 11

 Additional Resources 11

STUDY GUIDE: LITERARY ARTS

THRUM, HISS, WARBLE

Program Overview

Artist Name: Amanda West Lewis

Artist Bio: Amanda West Lewis is a writer, theatre artist, and calligrapher. Author of ten books, including *A Planet is a Poem* and *These Are Not the Words*, her work explores activism, history, and the arts. She founded the Ottawa Children's Theatre, holds an MFA in Writing for Children, and teaches writing, drama, and calligraphy to youth and adults.

Program Description: Poetry is the foundation for any writer to learn their craft, no matter what genre they work in. Writing poetry lets you play with language, and rediscover joy in the sound, rhythm, look and meaning of words. In this workshop we'll play with the elasticity of language and discover a unique and individual writer's voice.

Artistic Discipline: Literary Arts, Visual Arts

Recommended Grade Levels: 1 – 12

Session Logistics: In person or Online

Vocab bank/glossary: [Click here](#)



THRUM, HISS, WARBLE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to produce a variety of artworks, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. (Grades 1-8)
 - Apply the creative process to create a variety of art works, individually and/or collaboratively (Grades 9-12)
- Strand B – Reflecting, Responding and Analysing
 - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences. (Grades 1-8)
 - Demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various works. (Grades 9-12)
 - Demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values. (Grades 9-12)

THRUM, HISS, WARBLE

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES
1-3

Pre

- What is a poem? What makes it different from a story?
- What are some fun or interesting words you like?

During

- Can you hear or feel a rhythm in your writing?
- How does your poem make you feel?

Post

- What was your favourite part of writing your poem?
- What new word or phrase did you discover?

GRADES
4-6

Pre

- What do you think makes a good poem?
- Why might poetry be a good way to express how you feel?

During

- Can you see a unique style or pattern forming in your writing?
- What sounds or rhythms are standing out in your poem?

Post

- What writing technique did you enjoy using the most?
- How could you use poetry to share a story or message?
- How did writing poetry help you find your own “voice”?

GRADES
7-8

Pre

- How is poetry different from other types of writing like stories or essays?
- What does “voice” mean in writing?
- Why do you think poetry is important, even in today’s world?

During

- How do your word choices shape the tone of your poem?
- What role does rhythm or silence play in your poem?

Post

- What did this workshop teach you about your writing style?
- Did playing with words help you express something new or unexpected?
- How does poetry help connect people across time and place?

GRADES
9-12

Pre

- What is poetic voice? How do you find yours?
- In what ways is poetry a tool for activism, history, or personal exploration?

During

- How does playing with rhythm, structure, or sound reveal meaning in your poem?

Post

- How has your understanding of poetry as a craft evolved in this session?
- What strategies from this workshop can you apply to your writing?
- How can poetry help document or challenge history, society, or personal identity?

LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

The creative and critical analysis process guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Poem:** A short piece of writing that uses rhythm, sound, and imagery to express feelings or ideas.
- **Stanza:** A group of lines in a poem, like a paragraph in a story.
- **Rhythm:** The beat or flow of a poem's words, like a song or drumbeat.
- **Imagery:** Descriptive language that helps you see, hear, feel, taste, or smell something in your mind.
- **Repetition:** Using the same word or phrase more than once to make it stronger or more musical.
- **Tone:** The mood or feeling in a poem (e.g., happy, sad, angry)
- **Voice:** The unique way a writer sounds in their work, like their personality in words.
- **Free Verse:** A poem with no fixed rules for rhyme or rhythm, just free expression.
- **Metaphor:** Comparing two things by saying one is the other (e.g., her voice is a song).
- **Simile:** Comparing two things using like or as (e.g., He runs like the wind).
- **Alliteration:** When words in a row start with the same sound (e.g., silly snakes slither silently.)

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the drama activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning