

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
AMANDA WEST LEWIS

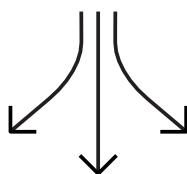


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

LITERARY ARTS OVERVIEW 8

APPENDIX 9

 Vocabulary bank/glossary: 9

 Student Health and Well-Being 10

 Additional Resources 10

STUDY GUIDE: LITERARY ARTS

A PLANET IS A POEM: A STEAM WORKSHOP

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: Using the book A Planet is a Poem, we’ll look at some of the recent discoveries in our solar system and how these elements are perfect to combine with poetry. The workshop explores how to match your poetic ideas with poetic forms, and create your own poems based on our planetary system.

Artistic Discipline: Literary Arts

Recommended Grade Levels: 1 – 5

Session Logistics: In person or Online

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



A PLANET IS A POEM: A STEAM WORKSHOP

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to produce a variety of art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.
- 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.
- Cross Curricular Connections
 - Science – Understanding Earth and Space Systems

A PLANET IS A POEM: A STEAM WORKSHOP

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 do you know about space and the planets?
- What do you think a poem about a planet might sound like?

During

- What words do you think of when you imagine a planet?
- Can you describe how a planet might feel or move?

Post

- What planet did you write about? What makes it special?
- What's your favourite word or line from your poem?
- How does it feel to turn science into poetry?

GRADES
4-5

Pre

- Why might poets want to write about space or planets?
- What's something cool or weird you know about a planet?
- What poetic forms have you tried before (haiku, rhymes, acrostic)?

During

- What poetic form did you choose, and why?
- What emotions or images come up when you think about space?

Post

- How did writing about planets help you learn something new?
- What makes poetry a good way to share science ideas?

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 form of writing that expresses ideas, feelings, or stories through rhythm and word choice.
- **Stanza:** A group of lines in a poem.
- **Metaphor:** A figure of speech where one thing is described as another (e.g., “The moon is a mirror”).
- **Personification:** Giving human traits to non-human things (e.g., “the stars whispered at night”).
- **Imagery:** Descriptive language that helps readers see, hear, feel, or smell something.
- **Planet:** A large object in space that orbits a star (like Earth or Mars).
- **Orbit:** The path a planet takes as it moves around a star or moon.
- **Solar System:** The sun and all the objects that orbit it, including planets and moons.
- **Celestial body:** Any natural object in space, like stars, planets, or moons.

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