

Advanced Prose and Poetry:

Weaving Done Right

What is Weaving

- Combining different pieces of literature to create a program focusing on a theme
- You are NOT creating a new piece of literature
- Each piece of literature should be clear as to its Point of View and where it stands to support the theme



When can I Weave?

- Poetry

- Poetry Category A

- Examining Our Changing World

- Poetry Category B

- Taking a Stand

- Prose

- Prose Category B

- Taking a Stand

How do I Weave?

- Once you have selected your theme chose your anchor piece. This is the piece of literature that is the main focus on your theme. If it is for Category A remember it is to inform us about your theme. For Category B it is to persuade us.
- Your other pieces of literature are then “woven” through the anchor piece. Just like with an extemp speech, these are supporting ideas or differing points of view that are in contrast with your anchor piece or theme.

Example

- Theme the Role Teachers played in my life

Anchor Poem: What a Teacher Makes by Taylor Mali

Supporting Poems: Like Lily, Like Wilson by Taylor Mali

Rainbows, Head Lice and Pea Green Tile: Poems in the Voice of the Classroom Teacher

He says the problem with teachers is

What's a kid going to learn

From someone who decided his best option in life was to become a teacher

He reminds the other dinner guests that it's true

What they say about teachers:

Those who can, do; those who can't, teach

**I'm writing the poem that will change the world
And it's Lilly Wilson at my office door.
Lilly Wilson, the recovering like addict,
The worst I've ever seen.*

I mean you're a teacher, Taylor,
Be honest. What do you make?

*Hello Mrs. Stevenson,
This is Charlie Mac White.
You probably don't remember me
But you taught me in the second grade
I was the kid who still couldn't read.

You want to know what I make?

*Well I was thinking about you last night.
I was reading Brown Bear to my little girl
And it was strange
It was me saying the words....
But I kept hearing your voice in my head.

I make kids work harder than they ever thought they could
I can make a C+ feel like a Congressional Medal of Honor
And an A- feel like a slap in the face.

**So, like, bad, that the entire eighth grade
Started calling her Like Lilly Like Wilson like.
Until I declared my classroom a Like-Free Zone,
And she couldnot speak for days.*

I make kids sit through 40 minutes of study hall
In absolute silence. No, you many not work in groups

**When she finally did, it was to say,
Mr. Mali, this is so hard.
Now I have to think before I say anything.*

Why won't I let you get a drink of water?
Because you're not thirsty, You're bored, that's why.
I make parents see their children for who they are
And what they can be.

*Dear Mr. Ambrose,
Congratulations on the lovely job you did
With Martin's science project.
Your tree cross-section was accurate
And the root system was structurally correct.
Enclosed you will find Martin's version of the project.
I had him do it at school today.
It's not quite as detailed as yours
But it's very good.
You'll be happy to know
Martin earned a B.
Sincerely,
Norma Lester

**I'm writing the poem that will change the world
And it's Lilly Wilson at my office door.*

I make kids wonder
I make them question

**Lilly is writing a research paper
About how homosexuals shouldn't be allowed
To adopt children.*

I make them apologize and mean it

**She's having trouble finding sources,
Which is to say, ones that back her up.
They all argue in favor of what I thought I was against.*

I make them write.

I make them read, read, read.

**Well that's a really interesting problem, Lilly.
But what do you propose to do about it?
That's what I want to know.*

I make them spell definitely beautiful, definitely beautiful, definitely beautiful
Over and over and over again until they will never isspell
Either one of those words again.

** And the eighth grade mind is a beautiful thing:
Like a new born baby's face, you can often see it
Change before your very eyes.*

I make them Understand that if you've got this (the brains not said, gestured to)

** I can't believe I'm saying this Mr. Mali
But I think I'd like to switch sides.*

Then you follow this (the heart not said, gestured to)

** Oh god, Lilly, I want to say,
You make me feel like a teacher.*

And if someone ever tries to judge you
By what you make, you give them this (the finger not said, gesture... But don't just do a
dismissive type gesture

** And who could ask to feel more than that?
I want to say all this but manage only
Lilly, I am like so impressed with you.*

** In the first grade
Someone had called Homer a slow learner,
And he began to fear
He might never learn to read.
So they sent him to me
For one-on one attention.
Homer's in the fourth grade now,
And I assumed that he'd forgotten our sessions,
Until this morning
When I found this note slipped under my door
The Reading Train by Homer Pen
In a quiet little room,
With cozy Mrs. Lane
I waited at the station
Till I caught the reading train
At first the train moved slowly,
It was barely inching by
But now it's time to buckle up,
This train is going to fly.*

Let me break this down for you.

**So I finally taught somebody something,
Namely, how to change her mind.*

So you know what I say is true:

**And I learned in the process that if I ever change the world
It's going to be one eighth grader at a time.*

I make a difference! What about you?





Preparing the manuscript

When preparing the manuscript Type each source in the same font/color so that when you glance down you know which “voice” you should be performing.

Carefully plan your page turns. With a woven selection turn the page between the different selections. You may want to put one source per page.

Look at the beat changes or idea changes and turn pages then.

Performing the Woven Program

Each source should be a different voice. That can be achieved through tempo, attitude, or appropriate character voice.

It is important that we can see and hear the different voices. You are not creating a new piece of literature. You are using different sources to convey your theme.

Remember to state in the introduction that it is a woven collection and state ALL TITLES AND AUTHORS.

HAVE FUN WEAVING! BE CREATIVE!