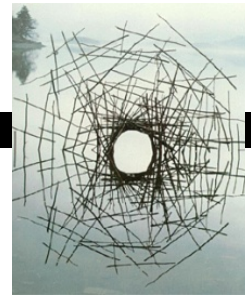


Image-ining Style

(Get it? Image? Imagine? Yeah, it's good.)



Instructions: Compose a poem, story, or essay inspired by a work of art.

Writing Situation:

In Goldsworthy's art, he creates meaning abstractly and uses the power of images to send a message in his work, to rethink the world around us. He reveals his feelings toward nature and man using a variety of mediums and techniques (photography, sculpture, leaves, ice, etc.) to achieve this effect. Think about the images provided in the textbook (on pages: 143, 697, 314, 347, 955, 971, 1022, 1146), the artwork in the classroom, or the artwork from Goldsworthy, and the characteristics within them that make them distinctive. Decide which image you would like to write about, and think about how you might translate meaning from the image onto the page. What is the artist's message? What meaning can you create inspired by the image? How can you present your piece artfully, with voice, using elements of style like metaphors, personification, alliteration, consonance, diction, sensory details, and so on? Use the DIDLS WS, and refer to Ch. 7 and your Cornell notes to help you.



Prewriting Directions

Use the D.I.D.L.S. WS to break down and analyze the image. Interpret tone and meaning on the back.



Writing Directions

When you have done some thinking and prewriting about your subject using your D.I.D.L.S. worksheet, it is time to write either:

1. An expressive story with a clear climax, characters, and resolution with message/theme, using your DIDLS,
2. A substantial poem with a clear message/theme, using your DIDLS, and a page of analysis explaining your meaning, or
3. An analysis essay with an intro, body, conclusion, and evidence that analyzes the message/theme of the art using your DIDLS.
4. This should be inspired by or center on your chosen artwork: in a museum in your story, the setting could be the artwork, or the poem could be about it – be sure the art is featured in your work.



LENGTH: This can be handwritten (*at least* two pages, more is good) or typed (at least 1 page 12 pt). If you are writing poetry, if it is short on length, it should be thick with style. A few words per line is not sufficient, and be sure to analyze your poem as well.

***Complete the rubric on the back of this instructions sheet and turn it in with your finished piece.**
Make it artful! Make it purposeful! Make it mean something!

NAME: _____

					DIDLs	
Diction	Very limited	Basic	Satisfactory	Accomplished	<p>Record your best diction choices, the most unique, vivid, or interesting:</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) 	
	10 pts	13 pts	16 pts	20 pts		
	The writer's word choice may be vague or limited. It reflects little or no awareness of the poetic purpose and does not establish an appropriate tone.	The writer's word choice may be general or imprecise. It reflects a basic awareness of the poetic purpose but does little to establish an appropriate tone.	The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the poetic purpose and establishes a tone appropriate to the task.	The diction of the composition is interesting, powerful, or vivid. The word choice allows the writer to express herself with ease and precision.		
	10 pts	13 pts	16 pts	20 pts		
	The imagery is flat or non-existent appealing to only one sense vaguely or generally.	The imagery is somewhat varied and appeals to more than one sense but is minimal or expected.	The imagery is sufficiently varied and appeals to multiple senses. The imagery is interesting but not always used extensively.	The imagery is compellingly varied and appeals to multiple senses subtly, repeatedly, and interestingly. The writing is alive with the smells and sights of the world.		
Imagery	10 pts	13 pts	16 pts	20 pts	<p>Record your best imagery choices. Where do you use the senses? Include examples from at least three of the senses:</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) 	
	The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient. The essay is insubstantial because the writer's response to the prompt is vague or confused.	The development of ideas is minimal because the writer uses details and examples that are too briefly or partially presented. Insufficient thoughtfulness.	The development of ideas is sufficient because the writer uses details that are specific and appropriate, adding some substance to the essay. Reflects some thoughtfulness.	The writer takes care to notice and bring attention to details. The writing takes the reader close to something, allowing for a greater sense of reality within the writing.		
	Details	10 pts	13 pts	16 pts		20 pts
		Simplistic sentences significantly limit the effectiveness of the essay. Little or no use of literary elements or command of grammar.	Sentences somewhat weaken the effectiveness of the essay. Some use of literary elements and command of grammar.	Sentences are reasonably varied, mostly contributing to the effectiveness of the essay. Sufficient use of literary elements and command of grammar.		Sentences enhance the effectiveness of the essay. The writer uses a variety of devices and incorporates them naturally into the composition to create greater meaning within the work.
		Language	10 pts	13 pts		16 pts
Organization is not clear and only marginally suited to the poetic task, inappropriate or not evident at all.			Organization is not always clear and only somewhat suited to the poetic task. Form is somewhat taken into consideration.	Organization is clear and adequately suited to the poetic task. Form is interesting and somewhat thoughtful.	The writer effectively plays with form and structure to create an interesting or powerful effect. Writing is skillfully crafted and suited to the task.	
Structure			10 pts	13 pts	16 pts	20 pts
	TOTAL GRADE:					
	<p>Record your language choices. What lit devices are you using, then quote how you use it. (Example: 1. simile, "It shimmers like waves of heat.")</p>					