

Listen and Visualize Activity

Course Type/ Level:	Literature / 100-300
Assignment Goals:	<ol style="list-style-type: none">1) Listen closely and critically to a text2) Respond with image and writing <p>Note: there is a strong creative aspect of this activity that also leads to compelling critical work. I've used it with literature read aloud, primarily by its author or an actor (for instance, Judy Dench reading Lady Macbeth's role). But it could be easily adapted for music or other forms.</p>
Materials to Provide Students:	<ol style="list-style-type: none">1) Students will need Internet access and the capacity to stream audio.2) They will also need Google Docs or Padlet (see below).3) Link to a recording of the text (for poetry, PennSound is a remarkable source for 20th and 21st century poetry in English).
Technological Resources Needed:	<ol style="list-style-type: none">1) I will describe this activity as if it were in Google Docs. However, Padlet (www.padlet.com) is an easy-to-use application that is free for up to three documents (which you can share with multiple users). I learned about it from the Migrations Course people, and my students loved it.2) Google Classroom or Moodle, ideally, though you could also simply share links to Google Docs and the Internet through email.
Preparatory Steps:	<ol style="list-style-type: none">1) Create a shared Google Doc titled "Listen and Visualize Activity with _____."2) Make a single list of your students' names.3) Set up the page with the instructions I've listed in "Tasks/Activities" below.4) Email the Google Doc link to your class, or post the link on your Course site.

<p>Tasks/Activities: (Outline of the steps this activity or assignment requires)</p>	<p>Here is an example using Lucille Clifton’s “Aunt Jemima” that includes the instructions to the students. Your instructions should be posted at the top of the Google Doc. Note that the pink font has an embedded link to the recording. You could also simply paste a copy of the link into your instructions, the Course site, or an email message to students :</p> <p style="text-align: center;">Response to “Aunt Jemima” by Lucille Clifton (n.b., a brand of syrup in the US) For this listening and visualization exercise, please do the following:</p> <ol style="list-style-type: none"> 1) Listen to Lucille Clifton read her poem, "Aunt Jemima." Listen 2X. Do NOT look for a transcript. Trust your ears. 2) In the space beneath your name, paste an image that you remember from the poem. (You can take the image from the internet, your files, camera, etc.). As a caption, write the line as you remember it, and say why you think the image stood out to you or stuck with you. 3) Next, listen to the poem a third time. 4) Post another image. But this time, find an image that expresses visually what you consider to be this poem’s concern (besides syrup, of course), or alternately, what concerns the poem raised for you. This need not be an image that is actually *in* the poem. It's an impression. 5) Again, write a short caption in explanation. 6) Finally, please read and view your peers' images. Using the “Insert/Comment” function, annotate at least two. <p>After students finish their commenting, you will have seeded a short, real-time discussion of the poem.</p>
<p>Additional Tips or Advice:</p>	<ol style="list-style-type: none"> 1) The virtue of Padlet is that you can set up columns for each student, and these line up side-by-side. In Google Docs, the document itself could get quite long. 2) This entire activity could be done during a class session or as an asynchronous activity. My advice is to ask students to do steps 1-5 before you “meet,” then begin class with annotations (step 6).