

Objectives

- Students will be able to connect descriptive words to a visual representation.
- Students will be aided by a visual art, to help answer comprehension questions about a simple poem.

Introduction

Begin by showing *Patent Pending* to the students. Ask them the following questions:

- What is this a picture of?
- Where might you find this machine?
- What do you think this machine could be doing or making?

Have the students close their eyes and imagine the following:

- What sounds do you think this machine would make?
- What smells might this machine make?
- If you were to touch this machine, how do you think it would feel?

Next, show the students an image of Andrew Smith's *Moon Pool* from the Springville Museum of Art's permanent collection. Ask the students what they think this machine does? Have them close their eyes and imagine the noises that this machine might make.

Using a projector, look up a video of the *Moon Pool* on Youtube <https://www.youtube.com/watch?v=DEOqjKFBd9w>

Have the students listen to the different sounds of the moon pool. What sounds do they recognize? Are there any sounds that are strange?



David Dornan, *Patent Pending*, 2008

Materials

- Images of Machines (See Images from the Museum)
- Poems about machines
- Sound-making objects (spoons, whistles, drums, etc.)
- Paper
- Coloring Materials

Images from the Museum

- David Dornan, *Patent Pending*
 - Andrew Smith, *Moon Pool*
 - Arch Shaw, *Twice Told Tales*
- (Images can be found below or at smofa.org)

Utah Core Standards

Language Arts

Reading: Literature Standard 4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Visual Arts (Integrated Core)

Standard 1 Objective 3

Create simple rhythm, movement, and melody patterns with body percussion and instruments.



Andrew Smith, *Moon Pool*, 2004

Introduction cont.

Explain to the students how sounds can help us use our imaginations. Some words help us imagine a sound. Read the following poem to the students. Have them imagine some of the sounds in this poem. Ask the students to imitate sounds that some words might make.

Onomatopoeia

(by Eve Merriam)

The rusty spigot
sputters,
utters
a splutter,
spatters a smattering of drops,
gashes wider;
slash
splatters
scatters
spurts
finally stops sputtering
and plash!
gushes rushes splashes
clear water dashes.

Read the poem again and this time, have students imitate the sounds they here from the words.

Learning Activity

Brainstorm with your students different machines that they know of. After they have named a machine, have them make the sound that the machine might make (i.e. a car honking, a blender whirling, a radio singing etc.)

Show *Twice Told Tales* by Arch Shaw. What machine can you find in this artwork? What does this machine do?



Arch Shaw, *Twice Told Tales*, 1993

Ask students what sound a train might make. Explain to students that you are going to read a poem about trains and you would like them to help make the sounds from the poem.

First read the poem and have the students listen for sounds. Next, distribute different items to the students that can make train-like sounds (spoons, whistles, drums etc.) Students can also use their voices and hands to make sounds.

Steam Train

I'm a steam train, big and tough,
Riding steel rails, hear me chuff;
Running on my railroad track,
Smoke is steaming from my stack.

Down the line my big wheels roll,
Engineer puts in the coal,
In my boiler, water's poured,
"TWOOT!" the driver pulls the cord.

Every trip my friends are new,
People wave when I come through;
Always happy, never gruff.
Up the hills I huff and puff.

Clickety-clack the wheels all sing,
Part of history, I'm the King;
Cross the land from east to west,
Want to ride? Well, be my guest!

Nice clean carriages, painted new,
Hear me whistle, just for you;
Buy your tickets, climb inside,
Let's go for a steam train ride!

You may allow students to take turns playing different instruments or making different sounds.

Art Making Activity

After the students have helped animate the poem about trains, invite the students to draw a picture of a train.

Extensions

You may use poems of your own choosing to explore sounds of different subjects. Consider poems that might explore other senses (sight, touch, taste)

Assessment

Review the artwork previously shown. Ask students to present their drawings of trains. Ask them to identify parts on their own trains that might make noises (i.e. the wheels, smoke stacks, the engineer)

Sources

<http://kingpoetry.com/steamtrain.htm>

<https://kh057.k12.sd.us/Poetry%20Example%20of%20onomatopoeia.htm>



David Dornan, *Patent Pending*, 2008



Andrew Smith, *Moon Pool*, 2004



Arch Shaw, *Twice Told Tales*, 1993