

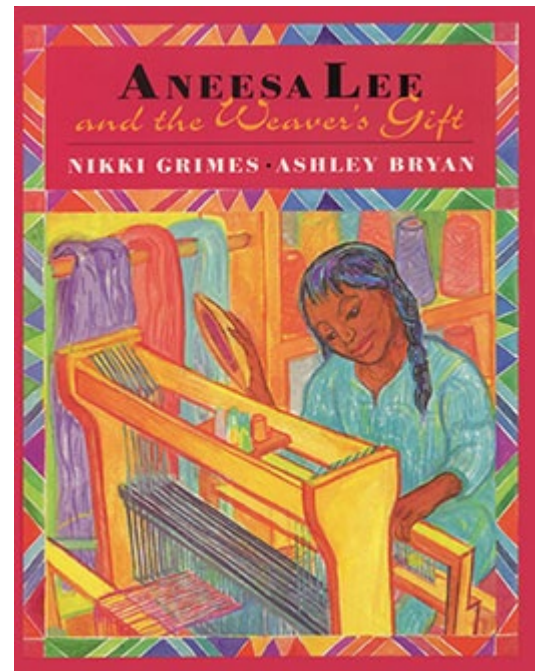
Multiple Intelligence Projects

Aneesa Lee and the Weaver's Gift

written by Nikki Grimes

illustrated by Ashley Bryan

Amistad / HarperCollins, 1999



Verbal / Linguistic

In *Aneesa Lee and the Weaver's Gift*, a glossary is necessary to help the reader understand the piece. Create a glossary of at least six words for a skill or hobby of your own. (For example: a ballerina would surely need to know: arabesque, tutu, pliés, etc.)

Logical/Mathematical

Because weavings should be, "Computed inch by inch, / Not left to chance," an artist plans out the piece before sitting down to the loom. In that spirit, plan the design of your own tapestry using graph paper and colored pencils.

Visual/Spatial

Create an illustrated picture to go along with your glossary. Try to use all the words in your list if possible! Be sure to label them in a neat way to avoid confusion.

Body / Kinesthetic

Create a simple loom using Styrofoam trays (usually free at the grocer in the meat or produce department.) Using a ruler, make even hash marks every inch or so along two sides of the tray. Then, using scissors, cut about 1" into the tray to hold the yarn. Secure the warp thread and show students how to weave in and out. Then, continue the weave from row to row, or cut after each row leaving at least three inches to tie off later. Experiment! Play!

Musical/Rhythmic

While students are working on their weavings, play a variety of musical pieces. Pick music with a variety of rhythms and moods (samba, classical, country, etc.). Then discuss (or have students write a journal) about how the various music affected their art.

Intrapersonal

In the poem, "Love is Purple," "Her yarns express her deepest thoughts / in variegated tints." Rewrite the poem, changing the colors to the ones that you would pick if you were weaving. What about other emotions? Which colors would you choose for anger? Fear? Hope?

Intrapersonal

Memorize one of the poems from *Aneesa Lee and the Weaver's Gift*. (And don't just choose the shortest one!) Instead of reciting in front of the whole class, students will share their poems in pairs. Afterwards, write a journal about the process of memorizing the poem (the who, what, when, where, how, and why), focusing on what made it difficult or easy. Also, students should respond to how knowing the poem by heart helped them understand the meaning of it more.