

Technology, Solitude and Society: Creation!



Who made the world?
Who made the swan, and the black bear?
Who made the grasshopper?
This grasshopper, I mean--
the one who has flung herself out of the grass,
the one who is eating sugar out of my hand,
who is moving her jaws back and forth instead of up and down--
who is gazing around with her enormous and complicated eyes.
Now she lifts her pale forearms and thoroughly washes her face.
Now she snaps her wings open, and floats away.
I don't know exactly what a prayer is.
I do know how to pay attention, how to fall down
into the grass, how to kneel in the grass,
how to be idle and blessed, how to stroll through the fields,
which is what I have been doing all day.
Tell me, what else should I have done?
Doesn't everything die at last, and too soon?
Tell me, what is it you plan to do
With your one wild and precious life?

-Mary Oliver

Directions:

Okay, now it's your turn. Your job, between today and next Friday, is to create some kind of polished creative response to any of the ideas we've covered over the past few weeks.

Where do I get my ideas for this?

Remember all those journals you've been writing? And the paragraphs you've had to write for seminar prep? And the drawings you did? And the annotations you've completed? All that is fair game.

So wait, what am I supposed to create?

You'll need two things.

1. **Creative Piece:** This could take just about any form. Poetry, fiction, visual art (paint, collage, drawing, photoshop, other?), original music, interpretive dance, mime (okay, maybe not this one).
2. **Artist Statement:** You need to type an artist statement that explains what your piece is responding to (ideally you will quote one of the texts here), and why that idea sparked your interest. This should be 1-2 paragraphs.

What's the timeline for this?

1. **Friday 1/22:** Brainstorm ideas, go through your journal, figure out what supplies you need.
2. **Tuesday 1/26:** Bring all supplies, start your draft.
3. **Wednesday 1/27:** Keep working on drafts, peer critique in the second half of class.
4. **Thursday 1/28:** Refine, polish, write artist statements.
5. **Friday 1/29:** Projects DUE at the start of class! We'll do some small group presentations and hang them up. GUEST SPEAKER from the Dharma Center will be here 3rd and 5th periods.

How will this be graded?

10 Meets all requirements at a high level.	9 Meets all requirements with some room for improvement.	8 Meets most requirements.	7 Meets some requirements.	5 Meets very few requirements.	0 Not present in project.
Refinement <ul style="list-style-type: none"> • Piece is high quality, with no stray pencil marks, glue smears, proofreading errors, etc. • All pieces of the piece appear planned and thought out. 					
Integration/Message <ul style="list-style-type: none"> • Piece is clearly connected to the texts and ideas we've been discussing in class, and enhances, emphasizes, or challenges certain ideas. • The piece has a clear message/mood that is communicated to the audience. 					
Artist Statement <ul style="list-style-type: none"> • Artist statement fully addresses the prompt above. • Artist statement quotes texts to establish ideas of the piece. • Artist statement is formally written with strong paragraph structure and no proofreading/grammatical errors. 					