The collage portion of our lesson plan connects to the theory of Critical Synthesizing. Joseph Milner, Lucy Milner and Joan Mitchell in *Bridging English* describes the process in engaging in a variety of ways to understand texts and highlights the complexities of this notion. The idea that “different readers read differently” is demonstrated in the collage assignment of our poetry lesson (Milner, Milner, Mitchell 162). Students will be asked to conduct a close reading *A Day in the Open* by Lucy Maud Montgomery, making notes on the margins of the poem to describe the imagery, feelings or color associations evoked by the evocative language used by Montgomery. These will be translated into a visual collage using images from a variety of media forms to construct a cohesive visual representation of what the poem means to each student. The project is a textual translation to a visual art format and is a highly subjective and creative expression of student's interpretations of the poem. As each student will understand and attach meaning to the verses differently, each collage will be unique. This connects to Critical Synthesizing as it demonstrates the complexities of students understanding of various literary forms, both in their reading of the poetry and their ability to create a different art form from this understanding. This complexity appears in the uniqueness of each students' collage and how they will choose to represent their understanding.

In addition to the visual component of the project, students will write a one-two page response reflecting on how their artwork corresponds with the poem. This project also connects to the critical theory of reader response, which focuses on “what readers experience as they read a text” (Milner, Milner, Mitchell 170). The theory describes how students do not reveal meaning but rather create meaning through their interpretation of the text. This interpretation can be influenced by a variety of social, cultural and economic factors. This theory will be demonstrated through the variance in visual expressions of the poem through student’s collage. Also, through students’ short written explanation of their artwork, they will have an opportunity to convey created meaning through a written format, expressing the critical theory of reader response as students' influences will be conveyed.

This lesson also connects to the Formalist approach to literary theory. The Formalist approach focuses on not “what does the work mean, but how does it mean” (Milner, Milner, Mitchell 121). Through both the use of the infographic and the assignment itself, students will be able to examine a close reading of a given poem and apply how it uses techniques to convey its message. Similarly, the infographic combines the visual and textual learning that the students will be using in the assignment. An infographic has a different method of imparting information that is unlike a poem. The authorial “voice” that comes through in an infographic is not artistic, it is instructional or authoritative. The visuals that accompany the text serve to enhance the reader’s understanding of the given information.

Works Cited

Milner, Joseph O’Beirne, et al. *Bridging English*. 2nd ed., Merrill, 1999.