

# Georgia Heard



Helping Students Create and Craft Authentic Writing

**HEINEMANN**Portsmouth, NH

For more information about this Heinemann resource, visit www.heinemann.com/products/E07449.aspx

#### Heinemann

361 Hanover Street Portsmouth, NH 03801–3912 www.heinemann.com

Offices and agents throughout the world

© 2016 by Georgia Heard

All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the publisher, except by a reviewer, who may quote brief passages in a review, and with the exception of reproducibles (identified by the *Heart Maps* copyright line), which may be photocopied for classroom use.

The author has dedicated a great deal of time and effort to writing the content of this book, and her written expression is protected by copyright law. We respectfully ask that you do not adapt, reuse, or copy anything on third-party (whether for-profit or not-for-profit) lesson-sharing websites. As always, we're happy to answer any questions you may have. — Heinemann Publishers

"Dedicated to Teachers" is a trademark of Greenwood Publishing Group, Inc.

The author and publisher wish to thank those who have generously given permission to reprint borrowed material:

"When Someone Deeply Listens to You" by John Fox was reprinted with permission from the author.

Figures 5.29 and 5.30: From *In the Middle*, Third Edition, by Nancie Atwell. Copyright © 2015 by Nancie Atwell. Published by Heinemann, Portsmouth, NH. All rights reserved.

Cataloging-in-Publication Data is on file at the Library of Congress.

ISBN: 978-0-325-07449-8

*Editor*: Zoë Ryder White *Production*: Hilary Goff

Cover and interior designs: Suzanne Heiser

Typesetter: Eric Rosenbloom, Kirby Mountain Composition

Manufacturing: Steve Bernier

Printed in the United States of America on acid-free paper

20 19 18 17 16 VP 1 2 3 4 5



# **Contents**

A MAP OF HOW THIS BOOK WORKS viii ACKNOWLEDGMENTS x

Section One

**CHAPTER 1** 

**Breathings of the Heart:** 

Heart Mapping Beginnings the How and the Why

Heart Mapping with Children 2 How Heart Mapping Nurtures Writers 5

9 **CHAPTER 2** 

**Heart-Mapping Essentials:** 

What You Need for Your Journey

How to Introduce Heart Mapping 9 When to Introduce Heart Mapping 10 What to Include on Heart Maps 11 Time Needed for Heart Maps 12

Section Two

**CHAPTER 3** 20

The Heart of the Matter:

Twenty Heart Maps to Inspire and Engage Writers

1. Blank Canvas Heart Map 24

2. My Writer's Heart Map 27

3. My Reader's Heart Map 34

4. Small Moment Heart Maps 38

5. First Time Heart Map 43

6. Last Time Heart Map 47

7. Family Quilt Heart Map 50

8. My Name Heart Map 54

9. My Pet or Favorite Animal Heart Map 58 10. Gratitude Heart Map 62

11. Home Is Where My Heart Is Heart Map 66

12. My Wishes Heart Map 70

13. Special Place Heart Map 74

14. Be the Change That You Wish to See in the World Heart Map 77

15. A Beloved Character Heart Map 82

16. People I Admire Heart Map 86

17. Where I Find Poetry Heart Map 91

18. Senses Heart Map 96

19. Nonfiction Heart Maps 100

20. What I Wonder About Heart Map 105

Section Three

**CHAPTER 5** 116

Three Hearts: Guest Essays

**LitWorld Heart Stories** 117

Pam Allyn

What Matters 127

Nancie Atwell Tune in to Your

**Heart Map Playlist** 129

Penny Kittle

**CHAPTER 4** 109

Digging Deeper into Heart Maps:

Sharing, Reflecting on, and Writing from Heart Maps

Sharing Heart Maps 109

Writing from Heart Maps 110

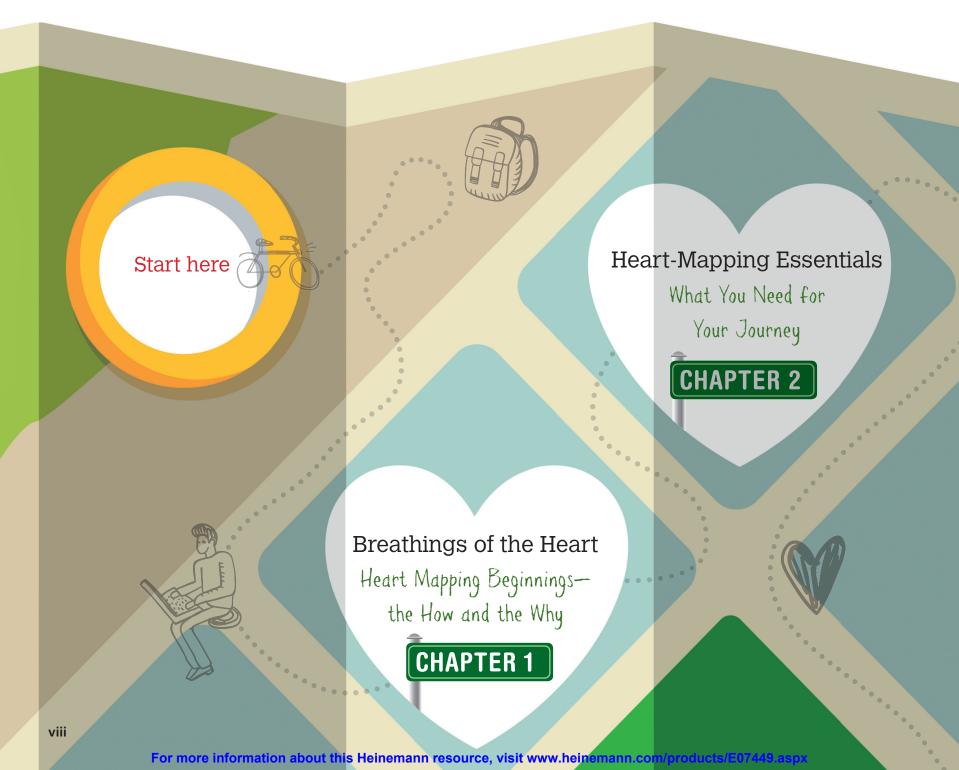
Revising Writing from Heart Maps 111

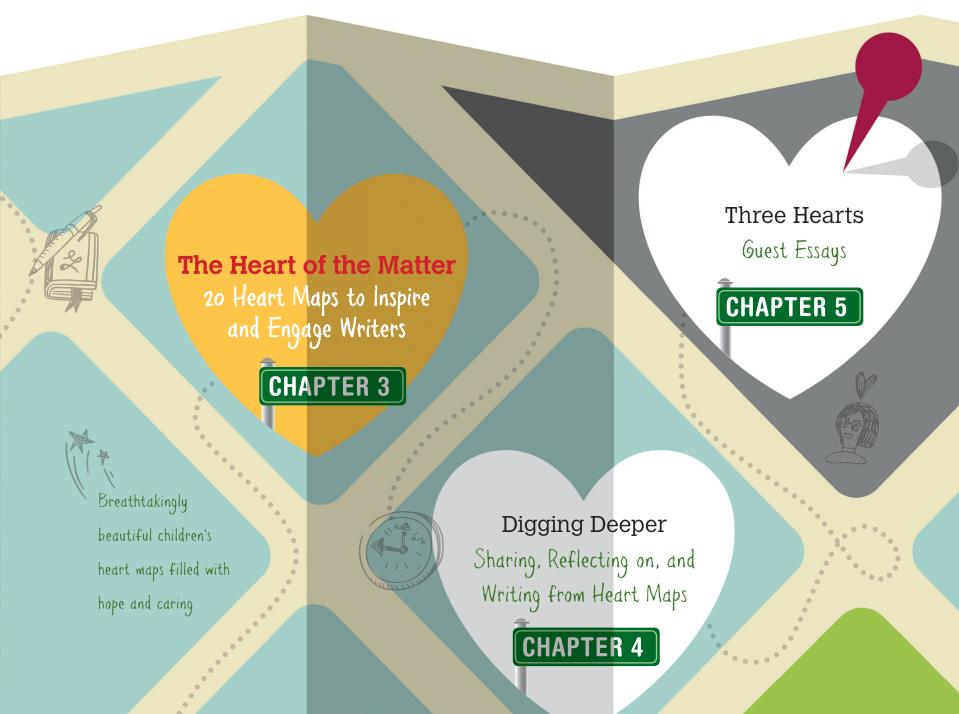
Using Mentor Texts with Heart Maps 113

Reflecting on Using Heart Maps to Support Writing 113

EPILOGUE: KEEPING OUR HEARTS OPEN 131

WORKS CITED 132





SECTION ONE 1

# **Breathings of the Heart**

# *Heart Mapping Beginnings—the How and the Why*

Hanging on the wall in my childhood house was an antique world map. Off in the right-hand corner, a schooner, masts in full sail, crossed an ocean. I often wondered where the ship was going and what the world was like when it got there. Maps gave me a sense of what was possible. Beyond my house, my neighborhood, and my town (Alexandria, Virginia), I saw a bigger world: oceans and countries that I had never heard of. Looking at that map as I passed by, I dreamed of sailing away to a life of exploration and adventure.

When I grew up, my older sister and two cousins became mapmakers and worked at the National Geographic Society. My grandmother promised to pay my way through college if I got a degree in cartography. It was tempting. I declined her offer, however; I became a writer, poet, and teacher of writing instead. Now I think of myself as a cartographer of the heart: mapping out inner territories with words—and helping others do the same.

Daniele Quercia (2014), a computer scientist and inventor of what he calls "happy maps," says, "Maps are associated with efficiency. We take out our mobile app and it will show us the shortest, most efficient route from point A to point B. But what about a map that routes us the most beautiful way, or the quietest way, or a route that has the most personal memories?" He calls happy maps "a cartography weighted for human emotions." Similarly, writing is sometimes taught as an efficient stringing together of words and sentences or an exercise in grammatical skills. Heart mapping is a metaphor for what all writers know: to write is to delve into what matters to us, to keep our feelings alive, to be vulnerable, to tell the truth, to question, and to speak what many people only keep inside. Writing is also weighted for human emotions.

I was puzzling over the idea of mapping the heart long before I first introduced it to the class-room. I wrote about imagining a metaphoric heart map as a means to discover stories.

# Fill your paper with the breathings of your heart.

—William Wordsworth

Finding home is crucial to the act of writing. Begin here. With what you know. With the tales you've told dozens of times to friends or a spouse or a lover. With the map you've already made in your heart. (1995, 2; italics added)

## Heart Mapping with Children

Years later, as a visiting writer in a school in Phoenix, Arizona, I began a heart-mapping project with third-grade writers. My goal was to inspire them to write honest, thoughtful poems—to show them that writing can give voice to our most secret, true selves. In the following excerpt from my book Awakening the Heart: Exploring Poetry in Elementary and Middle School, I introduce the idea of using heart mapping to kindle writing ideas for the first time.

I gathered the third graders on the rug and told them how poets write from their hearts about what we deeply care about. I told them that I write my poems from memories of my family, of growing up next to a creek in Virginia, and of the people I meet in my travels. Hands started to go up one by one, as kids were eager to tell their own important memory or something close to their hearts. After a few poets had shared I felt they understood where poems come from, so I sent them back to their tables to write their poems. As they hunched over their papers, writing, I walked around the room

to read their poems. I glanced over Lacrisha's shoulder. Her poem went like this:

Money, money, money is nice.

Money, money, money is good.

I like money.

I moved along and glanced at other poems, "I like to play Nintendo after school. It's really, really fun." Most of the poems were quick sentences about what they liked but I didn't sense much heartfelt poetry. I knew I had to do something drastic.

The next day when I gathered the class together again I said, "Remember yesterday how we talked about that poets write from their hearts—what we really care about?" A few heads nodded, "Well, I was thinking last night that sometimes poets have to do some work first to know what's really in their hearts, to know what they really care about, and what's really important to them. So today, we're going to do something very different—we're going to make maps of our hearts."

I heard a few whispers, "Maps of our hearts! What's that?"

"Today, I'd like you to make a map of all the important things that are in your heart, all the things that really matter to you. You can put: people and places that you care about; moments and memories that have stayed with you; things you love to do; anything that has stayed in your heart because you care about it. First, let's sit for



a while, and I'd like you to think about what might go in the map of your heart."

They shared a few ideas: grandmothers and grandfathers who had died; learning to sing; love felt for dogs, cats, and other pets; divorced parents; newly born brothers and sisters. They returned to their tables with colored pencils and white art paper to begin mapping their hearts.

Once they began to draw and write, their hearts were amazing. (1999, 108) Since then, I've introduced heart mapping to hundreds of writers of all ages as a way not only to dig deep into ideas for writing poems but also to spark different genres—personal narrative, nonfiction, essay—and to guide revision. Young writers from all over the world have mapped their hearts with courage and honesty, and through the process they have found their way into writing that deeply matters to them.

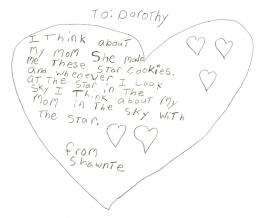
I've kept the stories and faces of my students with me since that first day. What follows are several students' heart maps and stories that have touched me deeply over the years.

# **Opening Hearts:** Three Heart-Mapping Stories

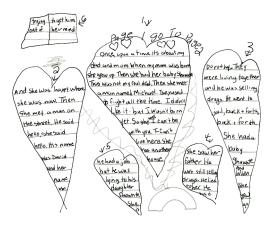
Shawnte was a student at a special education school in Queens, New York. She had a thin, fragile-looking face and dark circles under her eyes. She looked worried and I rarely saw her smile. "She never writes," her teacher told me. After introducing heart mapping to Shawnte's class, I watched as students began to draw pictures inside their heart maps. Shawnte drew a heart on her paper and immediately started to

write inside it a short poem about her mother, Dorothy, who had passed away a few years before (see Figure 1.1).

Shawnte didn't stop there. She wrote dozens of stories and poems about her mother, and the glimpse of childhood she remembered, all within the heart map format. It was a concrete, visual, and safe way to explore her powerful and sad feelings. (See Figure 1.2.)



**Figure 1.1** I love how Shawnte dedicates her heart map to her mother, Dorothy. She uses beautiful imagery with the repetition of *star cookies* and *stars in the sky*.



**Figure 1.2** Shawnte's story written on multiple heart maps

My latin heart My American heart
My heart is falling
come un petalo le rosa enlationa
My heart its going crazy
come un loco sin rumbo
My heart its scared
come un niño sin sus padres
My heart its lonely
Come una telaraña en micularto
My heart its in love
con la niña que nunca vendra
But I guess if I try my best
my corazón se curara.



**Figure 1.3** Gaspar writes his poem in alternating lines of English and Spanish, *telling* how he feels in English and then on the next line *showing* us how he feels in Spanish.

Gaspar was a bilingual eighth-grade student near Phoenix, Arizona, with jet-black hair, a round face, and a quick smile. When he drew his heart map he divided it in the middle, which, he told me later, symbolized his two worlds—his bilingual world: Mexico, where he was born, and his new American world. Gaspar sat at his desk, looking at his divided heart, and then suddenly grabbed a piece of paper and wrote a poem, half in English and half in Spanish, to express the split he felt between his two worlds. Through imagery and figurative language, he was able to show the emotional divide he felt between his two worlds (see Figure 1.3).

#### My Latin Heart My American Heart

My heart is falling como un petalo le rosa en la tierra (like a rose petal on the ground)

My heart its going crazy como un loco sin rumbo

(like feeling crazy without direction)

My heart its scared

como un niño sin sus padres

(like a child without parents)

My heart its lonely

como una telaraña en micuarto

(like a spider web in my room)

My heart its in love

con la niña que nunca vendra

(like the girl that will never come)

But I guess if I try my best

my corazón se curare (my heart will heal).

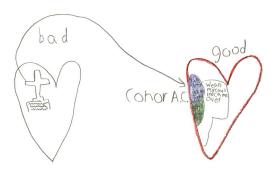


Figure 1.4 Conor's bad and good hearts

onor, a second grader in New York, sat on the rug quietly, hands folded in his lap, almost invisible as I explained heart mapping to the class. When he returned to his desk, he drew two hearts on his paper. When I conferred with him, he told me, "This is when my dad died. I drew an arrow to *good* because I'm getting a new good dad, and I like it when my cousins come over. I drew the bad one in black. I didn't like those times. The good heart is in red." (See Figure 1.4.)

Conor was the first writer to create more than one heart to represent his good and bad feelings.

# Be the Change That You Wish to See in the World Heart Map

#### Introduction

The great Indian leader Mahatma Gandhi purportedly said these wise words: *Be the change that you wish to see in the world.* His words are a call for us to take action about something we observe in the world that we want to change. Change often starts small—with an observation, a hope that then leads to action.

As a young girl, Malala Yousafzai, the youngest person to receive the Nobel Peace Prize, felt that it was unfair that girls weren't allowed to go to school in Taliban-controlled Pakistan. She started writing a blog expressing her opinion about the Taliban's threat to take away girls' education and then continued to speak out for what she believed despite the danger to her life. No matter how small or big, our actions can change the world.

## Try This

Ask students to use the Be the Change That You Wish to See in the World Heart Map Template to think about what they see in the world that they'd like to change and what actions they might take to start mak-

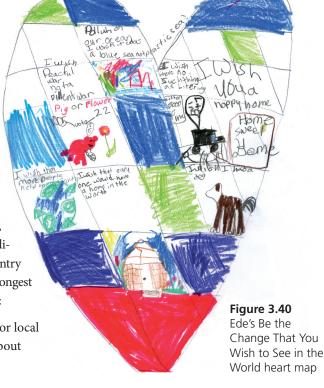
ing those changes. They can start by asking themselves, "What do I notice in the world that I would like to change? Are there examples of injustice, inequality, or prejudice in my school, neighborhood, town, or city?"

Writers might also use two Be The Change That You Wish to See in the World Heart Map Templates—one to map their concerns about the world, and a second one to map possible solutions or things they can do to help resolve a concern.

## Writing Ideas

This heart map supports writing in opinion, persuasive essay, blog entry, letter to the editor, and poetry. Have students choose one entry from their heart map that they feel the strongest about and respond to one of these prompts:

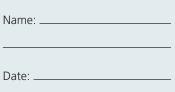
 Write an opinion piece for the school or local newspaper expressing your opinion about something on your heart map.



### Be the Change That You Wish to See in the World Heart Map Template

Explore some of the following on your Be the Change That You Wish to See in the World Heart Map Template:

- your concerns about the world
- observations about what you notice in the world that you're concerned about
- what you wish to change in the world
- what action you can take to make the world a better place.



May be photocopied for classroom use. © Copyright 2016 by Georgia Heard from Heart Maps: Helping Students Create and Craft Authentic Writing. Portsmouth, NH: Heinemann.



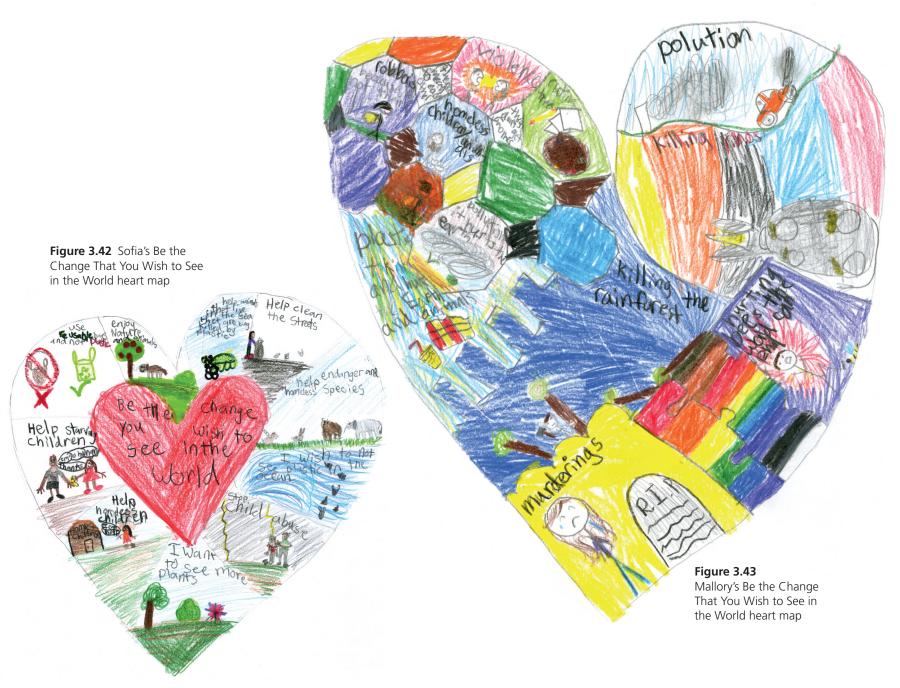
- Write a persuasive essay trying to convince readers about something that concerns you.
- Plan a project. Write it out. Start a blog to voice your concerns like Malala did.
- Write a letter stating how you feel to a newspaper, or the principal of your school if it's a school-related issue, or to the president of the United States.
- Write a poem or a song about the concern vou chose.

### **Mentor Texts**

- Abouraya, Karen Leggett. 2014. Malala Yousafzai: Warrior with Words. Great Neck, NY: StarWalk Kids Media. (Preschool-2)
- Alifirenka, Caitlin, and Martin Ganda. 2015. I Will Always Write Back: How One Letter Changed Two Lives. With Liz Welch. New York: Little, Brown Books for Young Readers. (7+)
- Boelts, Maribeth. 2009. Those Shoes. Somerville, MA: Candlewick. (K-3)
- Brencher, Hannah. 2015. If You Find This Letter: My Journey to Find Purpose Through Hundreds of Letters to Strangers: A Memoir. New York: Howard Books. (10+)
- Bunting, Eve. 1993. Fly Away Home. New York: HMH Books for Young Readers. (Preschool-3)
- Chin-Lee, Cynthia. 2005. Amelia to Zora: Twenty-Six Women Who Changed the World. Watertown, MA: Charlesbridge. (3-7)
- . 2008. Akira to Zoltan: Twenty-Six Men Who Changed the World. Watertown, MA: Charlesbridge. (3-7)
- Frank, John. 2014. Lend a Hand: Poems About Giving. New York: Lee and Low Books. (Preschool-3)
- Grandin, Temple. 2006. "Seeing in Beautiful, Precise Pictures." This I Believe (blog). http://thisibelieve.org/essay/18/. (7+)
- Hallinan, P. K. 2002. *Heartprints*. Nashville: CandyCane. (Preschool-3)



Figure 3.41 Jonah's Be the Change That You Wish to See in the World heart map



- Isabella, Jude. 2015. The Red Bicycle: The Extraordinary Story of One Ordinary Bicycle. Toronto: Kids Can Press. (3-7)
- Kamkwamba, William. 2016. The Boy Who Harnessed the Wind. New York: Puffin Books. (5+)
- Nye, Naomi Shihab. 2008. "Gate A-4." In Honeybee, 162–164. New York: Greenwillow Books. (5+)
- Paul, Miranda. 2015. One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia. Minneapolis: Millbrook. (1-4)
- Winter, Jeanette. 2005. The Librarian of Basra: A True Story from Iraq. San Diego: HMH Books for Young Readers. (K-3)
- Woodson, Jacqueline. 2012. Each Kindness. New York: Nancy Paulsen Books. (K-3)
- Wyeth, Sharon Dennis. 2002. Something Beautiful. New York: Dragonfly Books. (Preschool-2)
- Yousafzai, Malala. 2014. I Am Malala: How One Girl Stood Up for Education and Changed the World. Young Readers Edition. With Patricia McCormick. New York: Little Brown Books for Young Readers. (5+)

Students in middle and high school may also appreciate the lyrics in will.i.am's "Yes We Can" in the 2008 song by the Black Eyed Peas (produced by will.i.am) using lyrics from then-Senator (now President) Barack Obama's concession speech in the New Hampshire presidential primary.

Also the lyrics in "A Dream," a 2006 song by Common on the Freedom Writers soundtrack (Hollywood Records), which quotes excerpts from Martin Luther King Jr.'s "I Have a Dream" speech.

The CitizenKid series from Kids Can Press is another great resource.

