Maggie Anderson: Table of Contents

Use in combination with the program script

This table of contents works best as a guide for people who have listened to the CD. Use it to find favorite parts. Teachers may want to print it out and make notes on it as they listen to the program, choosing tracks for classroom use.

<u>Classroom content:</u> The Maggie Anderson program contains first-rate material for people of all ages. Children and adults will love her childhood memories, her poems about vegetable that dream and a poem about her friend, the chair, among others. Students will hear poems "The Game" and "Sonnet for Her Labor" in a different way than adults will.

Teachers may want to show the Walker Evans photographs that go with the Walker Evans poems. People of all ages will identify with her observations about family and West Virginia. Excellent advice for writers.

Key: Italics: Anderson reading her work

W: Advice or conversation about writing

F/H: Fictionalizing history: turning actual events into fiction or poetry

CM: Childhood memories

AM: Adult memories

CH: Cultural heritage

IWV: Identity as a West Virginian

CNW: Connection with the natural world: attachment to land and animals

CCF: Connection with community and/or family

J: Justice as a theme

** for all ages, but also recommented for elementary students

* appropriate for older students only

- 1. (:53) Introduction: "If you thought nobody was going to read or hear the poems you write, would you write them?" > Her answer. W
- ** 2. (:47) How writers are different from most people: "... we've decided to spend a significant portion of our lives noticing caterpillars and cucumbers ..." W CNW

- 3. (1:23) Poem: Related to the Sky CNW
- ** 4. (1:59) The childhood footstool story > Did you always have the eye of a poet? CM W
- ** 5. (1:29) Poem: "Interior with Letters" love poem for a chair as friend
- 6. (1:47) Her family background dad: Preston County railroading family > mom and dad, first in family to graduate from college > lived in New York City in early years **CM CH IWV**
- 7. (:47) Memories of mother taking her on walks in Central Park, etc. before she died CM CNW
- 8. (1:11) Poem: "There" > Her mother and dad in New York City CM CH CCF
- ** 9. (1:37) The family driving to West Virignia every summer from West Virginia > coming into Rowlesburg as the sun comes up > she can run all over town **CM CH CCF IWV CNW**
- 10. (2:18) Memories of her Aunt Nida > Aunt Nida read her literature books, and they'd talk about

- them. Poem to honor Aunt Nida: "Sonnet for Her Labor" AM CH CCF
- 11. (2:08) A poem for her grandmother: "The Wash in my Grandmother's Arms" CM CH CCF
- 12. (2:05) Discussion of her reaction to Walker Evans' photographs taken in Preston County and West Virginia CH CM CCF F/H IWV
- 13. (2:11) Poem: "House and Graveyard: Rowlesburg, West Virginia, 1935." Her reaction to the Evans photograph of her family graveyard CH CM CCF F/H
- 14. (:52) An artist's dilemma: "There's always that question of appropriation in art ..." W
- 15. (:53) Poem: "Mining Camp Residents: WV 1935." Reaction to another Walker Evans photograph CH CM CCF F/H IWV
- 16. (:49) "... These are people who've never seen movies or television ..." > expansion of that idea as it relates to art W CH
- 17. (2:25) Story of Maggie first encounter with Louise MacNeill W CH CM CCF F/H IWV
- 18. (2:27) Poem about Ohio as the afterlife: "Beyond Even This" CNW
- 19. (1:23) Follow-up comments: homesickness for West Virginia, why people have to leave West Virginia to work IWV
- 20. (:37) Introduction to poem. Maggie working as writer in the schools in the coalfields AM W CCF CNW
- 21. (1:16) Poem: "Spitting in the Leaves." Coalfield boys who will soon go off to war F/H CH
- 22. (:34) After-poem comments: "Did you set out to write a poem about boys going off to war?" (No.) W
- 23. (:54) Her community work as a poet > editing the collection, <u>Learning by Heart</u>, poems set during school days **CCF AM**
- ** 24. (1:03) Poem: "The Thing You Must Remember" a child with a good teacher CCF
- 25. (2:18) Poem: "In My Mother's House." A dream that she met her mother, dead but still alive \mathbf{CCF} \mathbf{AM}
- 26. (:32) After-comment: "There's no other feeling of loss like that" AM CCF F/H
- 27. (1:13) Poems: "What Grief Does:" The power of grief AM F/H CCF
- ** 28. (1:27) Poem: "The Game." One of Maggie's "black dog" poems, with pre-comment CNW
- * 29. (:52) Poem: "Company:" a sensual poem. (""We are making love underneath you.")
- * 30. (1:21) Poem: "Seduction" ("I am the largest muscle in your thighs...")
- 31. (:40) Comments about revision > "So you didn't just like in the movies just sit down and start writing the poem ...?" > Her answer. W
- 32. (1:53) Poem: Last verses of "Long Story" > ends with 40 miners sealed in a Boone County mine F/H CCF J CNW IWV

- 33. (:55) Her experience reading that poem at a big festival, following a rowdy Mariachi band WIWV J
- ** 34. (1:22) Conversation about Maggie's vegetable poems: how she thought of them, how she wrote them **W CNW**
- ** 35. (1:02) Poem: "Exposure" a squash's dream of nakedness CNW
- ** 36. (:15) Introduction to poem about radishes with insomnia CNW
- ** 37. (1:21) Poem: "Insomnia" CNW
- ** 38. (2:02) Advice to writers: How to get ideas from ordinary life around you W CNW
- 39. (:22) Inspired to write poem by people who come to Appalachia hoping to scoop up some culture in a week or so IWV CCF W AM
- 40. (1:02) Poem: "Ontological" ("This is going to cost you. If you really want ...") CCF IWV
- 41. (1:41) After-comments, advice about writing: choosing words that echo the subject matter W
- 42. (:35) Her experience teaching kids of millworkers who were losing their jobs, introduces poem that follows AM J CCF W
- 43. (3:07) Poem: last verses of "Closed Mill" J CCF
- 44. (2:30) Advice to writers: exercising your imagination W CNW