



ESSENTIAL QUESTIONS

WHAT ARE THE DIFFERENT
TYPES OF POETRY AND
HOW DO WE ANALYZE IT?

HOW CAN WE USE
POETRY TO SPEAK
OUR TRUTH?

FNIM/ TECHNOLOGY/ INQUIRY COMPONENTS

FNIM

- * “Go Show the World: A Celebration of Indigenous Heroes” – Wab Kinew
- * “Shopping Cart Boy”

Technology

- ★ Research song lyrics
- ★ Some may choose to add technological aspects to their final project

Inquiry

- ★ Found Poetry– Go out into the public and do their own found poetry (ie– grocery store food labels)
- ★ Song Assignment
- ★ Final Project: Students will have to use their final writing pieces and come up with a creative way to present them



I CAN STATEMENTS

- I can identify and analyze different types of poetry
- I can use the SLAM Method & other questioning style to analyze poetry
- I can write in different poetry styles
- I can analyze song lyrics using literary devices
- I can understand the importance of poetic voices for justice
- I can use Kelly Jo Burke's Method for writing workshop to improve my own work and that of my peers.
- I can creatively display my own poetic work

OUTCOMES & INDICATORS

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address: • identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).

- b. Apply personal experiences and prior knowledge of texts and language to develop understanding and interpretations of variety of texts.
- d. Discuss ways in which texts convey and challenge individual and community values and behaviours.
- e. Identify how human experiences and values are reflected in texts.
- g. read and respond to historically or culturally significant works (texts) that reflect and enhance studies in history and social science.
- h. Identify recurrent patterns and themes in texts.
 - i. Analyze how a text is related to the themes and issues of a particular period in time.
- j. Look at spoken word poetry as a method to bring about awareness and promote justice

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

- c. Understand and apply language cues and conventions to construct and confirm meaning when listening including:
 - Textual cues: recognizing and comprehending the organization of thoughts and ideas of a range of oral texts and their organizational features.
- d. Demonstrate active listening behaviour including:
 - analyze explicit and implicit messages, viewpoints, and concepts

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

c. Understand and apply language cues and conventions to construct and confirm meaning when listening including:

- Textual cues: recognizing and comprehending the organization of thoughts and ideas in a variety of written and other texts including distinctive features of genres (e.g., prose, poetry) and organizational patterns within each genre (e.g., chronological, spatial, enumerative, problem and solution, cause and effect, comparison and contrast).

d. Demonstrate active reading behaviours including:

- skim, scan, and read closely
- recognize and analyze text structures and elements
- discuss and analyze meanings, ideas, language, and literary quality in a range of contemporary and historical texts, taking account of purpose, audience, and time
- use notemaking, marginal notes, and outlining to better understand texts.
- f. Recognize stylistic devices and techniques such as characterization, flashback, foreshadowing, and hyperbole.

- i) Compare the characteristics of different texts and consider the reason for these differences, in terms of topic, purpose, and point of view.
- j. Read and interpret critically the main ideas, events, and themes of a variety of literary texts including stories, novels, scripts, poetry, and non-fiction works, and prepare and present critical responses to what was read.

- CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore: ● identity (e.g., Diversity of Being); ● social responsibility (e.g., Degrees of Responsibility); and ● social action (agency) (e.g., Justice and Fairness).
 - Create spoken, written, and other representations

- c. Develop a project-focused inquiry related to a theme or issue of the course:
 - ● generate relevant questions that can be researched
 - ● refine topics and clarify ideas ● interpret ideas and information from more than one source to develop and support positions research topic

d) Using the information learned in class about the different types of poetry, create different examples

- CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.

- a. Participate in small- and large-group discussion, observing the courtesies of group discussion, and demonstrate effective group interaction skills and strategies including:
 - • assume some of the work necessary to maintain discussion and advance it (e.g., by summarizing, raising questions, seeking clarification, extracting significant points, making connections, setting agenda).
 - • maintain and demonstrate respectful behaviours
 - • stick to topic and keep goals in mind
 - • listen carefully
 - • co-operate by staying positive, waiting turn, and avoiding putdowns
 - • disagree respectfully
 - • encourage others by trying to understand their ideas and asking for opinions
 - • clarify and restate speaker's ideas to confirm meaning

CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem solution essay) and literary (including fictionalized journal entries and a short script) communications.

- j. Experiment with and explore a variety of written text forms (such as letter of complaint, obituary, brochure) and techniques (such as figurative language, literary devices, anecdotes).

- AR B10. 1 Establish and apply criteria to evaluate own and others' work.

- a) Use feedback to evaluate own effectiveness as a communicator
- b) Evaluate own and other's contributions and provide support where needed

MATERIALS & RESOURCES

Questions for Lesson 1:

1. What does the title tell you about the poem?
2. Have you done any research on the poet or poem?
3. What is the author's attitude about the subject of the poem?
4. What is the poem about?
5. Who is speaking?
6. What is the speaker's tone?
7. What kind of imagery does the poem have?
8. What is the theme of the poem?
9. What is the rhyme scheme?

Wab Kinew's "Go Show The World" picture book

Slam Worksheet Lesson 1 & 2:

<https://www.scholastic.com/content/dam/teachers/blogs/john-depasquale/2017/JD-Poetry-2-SLAM-Worksheet.pdf>

Poetry Books:

- ★ "Tracing One Warm Line: Poetry of Canada"
- ★ "Our Bit of Truth: An Anthology of Canadian Native Literature"
- ★ "No Feather, No Ink"
- ★ "The Great Black North Contemporary African Canadian Poetry"
- ★ "Shopping Cart Boy"

Poetry Slideshow & Examples

https://docs.google.com/presentation/d/1XMuwrI06ORrIMmXh_0ASm93Hvh41zEvgxSi6NM1lhjU/edit?usp=sharing

<https://www.paulcarl.com/article/teaching-poetry-through-rap>

LITERARY DEVICE WORKSHEET

In your own words, please describe the following literary devices and provide an example

Simile:

Example:

Metaphor:

Example:

Personification:

Example:

Hyperbole:

Example:

Alliteration:

Example:

Consonance:

Example:

Assonance:

Example:

Onomatopoeia:

Example:

Repetition:

Example:

Rhyme:

Example:

Equality

Maya Angelou

You declare you see me dimly
through a glass which will not shine,
though I stand before you boldly,
trim in rank and marking time.
You do own to hear me faintly
as a whisper out of range,
while my drums beat out the message
and the rhythms never change.

Equality, and I will be free.
Equality, and I will be free.

You announce my ways are wanton,
that I fly from man to man,
but if I'm just a shadow to you,
could you ever understand ?

We have lived a painful history,
we know the shameful past,
but I keep on marching forward,
and you keep on coming last.

Equality, and I will be free.
Equality, and I will be free.

Take the blinders from your vision,
take the padding from your ears,
and confess you've heard me crying,
and admit you've seen my tears.

Hear the tempo so compelling,
hear the blood throb in my veins.
Yes, my drums are beating nightly,
and the rhythms never change.

Equality, and I will be free.
Equality, and I will be free.

Ballad of Birmingham

BY DUDLEY RANDALL

(On the bombing of a church in Birmingham, Alabama, 1963)

l other dear, may I go downtown
stead of out to play,
id march the streets of Birmingham
a Freedom March today?"

o, baby, no, you may not go,
r the dogs are fierce and wild,
id clubs and hoses, guns and jails
en't good for a little child."

ut, mother, I won't be alone.
her children will go with me,
id march the streets of Birmingham
make our country free."

o, baby, no, you may not go,
r I fear those guns will fire.
it you may go to church instead
id sing in the children's choir."

e has combed and brushed her night-dark hair,
id bathed rose petal sweet,
id drawn white gloves on her small brown hands,
id white shoes on her feet.

ie mother smiled to know her child
as in the sacred place,
it that smile was the last smile
come upon her face.

r when she heard the explosion,
r eyes grew wet and wild.
e raced through the streets of Birmingham
lling for her child.

e clawed through bits of glass and brick,
en lifted out a shoe.
, here's the shoe my baby wore,
it, baby, where are you?"

And 2Morrow- TUPAC

Today is filled with anger
Fueled with hidden hate
Scared of being outcast
Afraid of common fate
Today is built on tragedies
which no one wants 2 face
Nightmares 2 humanities
and morally disgraced
Tonight is filled with rage
Violence in the air
Children bred with ruthlessness
Because no one at home cares
Tonight I lay my head down
But the pressure never stops
gnawing at my sanity
content when I am dropped
But 2morrow I c change
A chance 2 build anew
Built on spirit, intent of heart
and ideals based on truth
And 2morrow I wake with second wind
And strong because of pride
2 know I fought with all my heart 2 keep my dream alive

I Dream A World- Langston Hughes

I dream a world where man
No other man will scorn,
Where love will bless the earth
And peace its paths adorn
I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul
Nor avarice blights our day.
A world I dream where black or white,
Whatever race you be,
Will share the bounties of the earth
And every man is free,
Where wretchedness will hang its head
And joy, like a pearl,
Attends the needs of all mankind-
Of such I dream, my world!

POETRY OR HIP HOP?

I dream a world where all will know sweet freedom's way- Langston Hughes

Facing blocks, struggling to walk, on a racist terrain, on a sexist terrain- Nayar Javed

Toppling obstacles placed in the way, of the progression of his race- Tupac

Not able to move behind the great steel gate. Time to contemplate, damn, where did I fail? – Notorious B.I.G.

You write me down in history with your bitter twisted lies- Maya Angelou

Please just give me one minute, I think I can explain, I ain't murdered nobody- Eminem

And I prayed to God who loves, all the children in his sight, that I might be white- Joy Kogawal

You feel my triumph never, feel my pain, I'm lying low in the leather Zion, the best that's ever came- Jayz

When it comes to being true, at least true to me, one thing I found, one thing I found, oh you'll never let me down- Kanye

Today is filled with anger, fueled with hidden hate, scared of being outcast, afraid of common fate- Tupac (poem)

Kelly Jo Burke's Rules for Writer's Workshop

Constructive and Descriptive feedback only ("what I heard was" "What I felt when I heard that was")

Up to writer to decide if they want to use feedback or not. Ask questions if you don't understand and say thank you

NO PRESCRIPTIONS (ie "what you ought to do is...")

not really interested in negative or positive feedback. I am interested in descriptive feedback, such as:

- What I heard was...
- What struck me was...
- What I wanted to hear more of was...
- What I didn't understand was...
- What really worked for me was..."
- What I feel you are trying to do it..."

What I never want to hear is:

- "If I were you..."
- "What you should do is..."
- "The reason that isn't good is..."
- "I thought it was really great (without adding anything constructive)..."

To offer constructive descriptive feedback that treats the writer as a serious adult artist who wants to improve their work is a compliment, and a gift. Simply lavishing praise without concrete detailed reflection does not help the writer move forward in their process.

Similarly negative, sarcastic, dismissive, offensive or destructive feedback has no value in the workshop and will not be tolerated.

ASSESSMENT

FORMATIVE ASSESSMENT

In your own words please write the definition of the following words and provide an example

Simile:

Metaphor:

Personification:

Hyperbole:

Alliteration:

Assonance:

Consonance:

Onomatopoeia:

Repetition:

Rhyme:

Students will be given class time to fill out this sheet on literary devices and then hand them in. These are not for marks just assessing how much they know.

SUMMATIVE ASSESSMENT

Final Assignment

Assignment	5---Exceeding	4---Meeting	3---Progressing	2---Beginning	1---Failing
Planning and writing /5	Planning is evident and the poem and presentation come together as a whole.	Planning is evident and the poem and presentation seem complete.	Planning shows an awareness of the purpose of the assignment.	Less than adequate planning results in inconsistent development.	Evidence of planning is absent.
Poem /15	The poem shows thoughtful and coherent organization and development. It reflects careful and considered planning. All ideas are coherently sequenced and fully developed.	The poem shows sufficient and logical organization and development. It is sufficiently and logically planned. Key ideas are clearly developed and sequenced and logically developed.	The poem shows predictable and straightforward organization and development. It is planned and sufficient ideas are presented coherently and in an order that conveys a clear message.	The poem shows limited and fragmented organization and development. It shows little evidence of planning. Main idea or focus is unclear and poorly supported.	The poem shows poor organization and development. Text does not show evidence of planning. It is difficult to determine main ideas or methods of development. Details are unclear or unrelated.
Message to theme /10	The message is original and insightful. It has a well-defined central focus in keeping with audience and purpose. It demonstrates a deep understanding of the subject matter and supporting details are engaging, relevant, and appropriate for the intended message.	The message is clear and thoughtful. It has a clear focus, shows a clear awareness of audience, and demonstrates a logical understanding of subject matter. Supporting details are relevant and appropriate for the intended message.	The message is clear and straightforward. It has a recognizable focus and an awareness of audience. It demonstrates a clear understanding of the subject matter. Most ideas are correct and supporting details are appropriate for the intended message.	The message is limited and overgeneralized. It has an unclear focus and shows little awareness of audience. Ideas are poorly developed; they are often rambling and superficial. Supporting details are vague, inappropriate, or incorrect in relation to the intended message.	The message is unclear and unfocused. It lacks a clear focus and shows no awareness of audience. Ideas may be elementary or unclear. Supporting details are included. Details presented may be incorrect.
Visual Presentation /5	The visual, multimedia or oral composition is original and insightful.	The visual, multimedia or oral composition is clear and thoughtful.	The visual, multimedia or oral composition is satisfactory but unrefined.	The visual, multimedia or oral composition is limited and unrefined.	The visual, multimedia or oral composition is unfocused and unclear.
Product /15	Product is well-crafted, fully developed, and appropriate to purpose and audience.	Product is fully developed and appropriate to purpose and audience.	Product is adequately developed, appropriate to purpose, and shows some awareness of audience.	Product demonstrates uneven/uncertain control over the language elements relative to the purpose. Product may not show awareness of audience.	Product is difficult to follow. The purpose is unclear, and/or the product may be off topic.

Song Lyric Assignment Rubric

Song Analysis /40	4 Exceeding Expectations (5-4.5)	3 Meeting Expectations (4.5-3.5)	2 Progressing to expectations (3.5-2.5)	1 Beginning to expectations (2.5-0)
Song Choice /5	Song lyrics have a clear strong message	Song lyrics have a clear message	Song lyrics and message are somewhat clear	Song lyrics and message are not clear
Literary Devices /15	Song lyrics have been thoroughly analyzed using literary devices	Song lyrics have been analyzed using literary devices	Song lyrics have been somewhat analyzed using literary devices	Song lyrics have not been analyzed using literary devices or analysis is not clear
Imagery /5	Imagery has been strongly identified	Imagery has been identified	Some imagery has been identified	Imagery has not been identified or is not clear
Structure /10	The structure of the poem has been clearly identified	The structure of the poem has been identified	There is some evidence that the structure has been identified	There is insufficient or unclear evidence that the structure has been identified
2 Personal Choices /5	More than two additional analysis components were chosen and completed	Two additional analysis components were chosen and completed	Two additional analysis components were chosen and somewhat completed	Less than two additional components were chosen and somewhat completed

Song Analysis Written Component	4 Exceeding Expectations (5-4.5)	3 Meeting Expectations (4.5-3.5)	2 Progressing to Expectations (3.5-2.5)	1 Beginning to Expectations (2.5-0)
Questions	Each question is answered in great detail	Each question is answered satisfactorily	Each question is somewhat answered	Not all questions are answered
Spelling	Work is free of spelling errors	Work is mostly free of spelling errors	Work is somewhat free of spelling errors	Work is rarely free of spelling errors
Grammar & Punctuation	Work always uses proper grammar and punctuation	Work mostly uses proper grammar and punctuation	Work somewhat uses proper grammar and punctuation	Work rarely uses proper grammar and punctuation
Language usage	Language is effective and well thought out	Language is mostly effective and well thought out	Language is somewhat effective and thought out	Language is rarely effective and not well thought out

ASSIGNMENTS

Personal Song Assignment

DUE Friday March 15, 2019

PART 1:

- Choose a song that is meaningful to you and has an impactful and powerful message.
- Lyrics must be clean and school appropriate.
- Copy or type the lyrics into a word document and include the song writers name if different than the artist.
- Print off the document.
- Using your preferred method of analysing poetry (any of the examples we have done in class or a combination, or your own method), analyze your lyrics as if it were a poem directly on the lyric sheet.
- You must have included in your analysis the following:
 - Literary Devices
 - What imagery is present?
 - The structure of the poem (rhyming pattern, stanza organization, punctuation), and how it affects the poem
- I would also like you to pick a minimum of two other elements to analysing poetry and clearly show that you have done this in your poem.
- Other aspects you may wish to look at are:
 - What do we know about the poem or poet?
 - Why is the title important?
 - The date written
 - The speaker/ audience
 - Why is the title important?
 - Specific word choices
 - Symbolism
 - Repetition
 - Punctuation
 - Tone

Part 2:

- On a separate page, please write about the following:
 - The central theme or message of the song and why it is important (1-2 paragraphs)
 - Why was the song written? Is there historical context?
 - What is the writer trying to say?
 - Why you chose this song and the impact it has on you? (1-2 paragraphs)
 - How does it make you feel?
 - Why does it make you feel that way?
 - If you were to highlight one specific part of the song what would it be and why?
 - What is your favorite line or verse and why?

Poetry Final Assignment:

Day 1:

- Pick a topic related to Equity and Ethics (isolated events [wars, Residential Schools, shootings, bombings], racism, sexism, bullying, etc)- if you are struggling to pick a topic please see Ms. D and she will help you.
- Research the topic and gather some information for writing prompts. In point form on the sheet attached please write down the research.
- Brainstorm some ideas for the creative piece that you are interested in exploring and write them on the sheet provided.
- Write a poem about your topic.

Day 2:

- In groups assigned by Ms. D you will participate in a writer's workshop of your poem
- You will then be given time to make adjustments as needed

Day 3:

- Work on the creative aspects and put the final touches on your piece for presentation/display

Day 4:

- Present/ display your poems at the coffee

CHECKLIST:

- Name on everything
- Research & brainstorming sheet
- Rough drafts
- Good copy of poem
- Rubric
- Final Reflection
- Self assessment

LESSON PLANS

Lesson Plan 1

Name: Chelsey Driedger

Date:

Subject: ELA B10

Grade: 10

Content: Poetry

Instructional Strategies:

- Brainstorming
- Think Pair Share
- Poetry Journals

Prerequisite Learning:

Students will have previous experience with poetry, however we will be reviewing poetry basics for those that forget or do not have that exposure

Outcomes & Indicators:

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address: • identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).

- h. Identify recurrent patterns and themes in texts.

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

- c. Understand and apply language cues and conventions to construct and confirm meaning when listening including:
 - o Textual cues: recognizing and comprehending the organization of thoughts and ideas of a range of oral texts and their organizational features.
- d. Demonstrate active listening behaviour including:
 - o analyze explicit and implicit messages, viewpoints, and concepts

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

- f. Recognize stylistic devices and techniques such as characterization, flashback, foreshadowing, and hyperbole.

CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem solution essay) and literary (including fictionalized journal entries and a short script) communications.

- j. Experiment with and explore a variety of written text forms (such as letter of complaint, obituary, brochure) and techniques (such as figurative language, literary devices, anecdotes).

Lesson Plan Day 2

Name: Chelsey Driedger

Date:

Subject: ELA B10

Grade: 10

Content: Poetry

Instructional Strategies:

- Worksheet
- Think Pair Share
- Poetry Journals

Prerequisite Learning:

Students will have previous experience with poetry, however we will be reviewing poetry basics for those that forget or do not have that exposure

Outcomes & Indicators:

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address: • identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).

- h. Identify recurrent patterns and themes in texts.

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

- c. Understand and apply language cues and conventions to construct and confirm meaning when listening including:
 - o Textual cues: recognizing and comprehending the organization of thoughts and ideas of a range of oral texts and their organizational features.
- d. Demonstrate active listening behaviour including:
 - o analyze explicit and implicit messages, viewpoints, and concepts

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

- f. Recognize stylistic devices and techniques such as characterization, flashback, foreshadowing, and hyperbole.

Lesson Plan Day 3

Name: Chelsey Driedger

Subject: ELA B10

Content: Poetry

Date:

Grade: 10

Instructional Strategies:

- Worksheet
- Group Discussions
- Poetry Journals

Prerequisite Learning:

Students will have previous experience with poetry, however we will be reviewing poetry basics for those that forget or do not have that exposure

Outcomes & Indicators:

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address: • identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).

- h. Identify recurrent patterns and themes in texts.

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

- c. Understand and apply language cues and conventions to construct and confirm meaning when listening including:
 - Textual cues: recognizing and comprehending the organization of thoughts and ideas of a range of oral texts and their organizational features.
- d. Demonstrate active listening behaviour including:
 - analyze explicit and implicit messages, viewpoints, and concepts

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

- f. Recognize stylistic devices and techniques such as characterization, flashback, foreshadowing, and hyperbole.

CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem solution essay) and literary (including fictionalized journal entries and a short script) communications.

Lesson Plan Day 4

Name: Chelsey Driedger

Date:

Subject: ELA B10

Grade: 10

Content: Poetry

Instructional Strategies:

Prerequisite Learning

- Literary devices
- Ways to analyze poetry

- inquiry
- student conferences (one on one)
- Student driven

Outcomes & Indicators:

CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore: • identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).

d) Using the information learned in class about the different types of poetry, create different examples.

Set:

- o Stretch & Check in (names & favorite place to visit/ place you want to visit)

Development:

- Recap yesterday for those not present (types of poetry)
- Continue looking at types of poetry and examples (haiku, limerick, found)
- Hand out torn pages from a book students will then work on creating their own found poetry (20) minutes
- When they are finished their found poems they will turn them in to me (I will look them over and return them)
- They will conference with me about another type of poem they want to try and I will give them a topic (related to equality and ethics)

Materials Needed/ Preparation:

- GoogleSlideshowonpoetry (https://docs.google.com/presentation/d/1XMuwrI060RrIMmXh_0ASm93Hvh41zEvgxSi6NM1lhjU/edit?usp=sharing)
- Markers
- Books pages for found poetry

Adaptations:

- Assignments can be typed instead of hand written

Extensions:

Lesson Plan Day 6 & 7

Name: Chelsey Driedger

Subject: ELA B10

Content: Poetry (Ballad)

Prerequisite Learning:

- Literary devices
- Ways to analyze poetry

Date:

Grade: 10

Instructional Strategies:

- think pair share
- partner paring
- journals
- Student inquiry

Outcomes & Indicators:

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:
• identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).

- d. Discuss ways in which texts convey and challenge individual and community values and behaviours.
- g. read and respond to historically or culturally significant works (texts) that reflect and enhance studies in history and social science.
- i. Analyze how a text is related to the themes and issues of a particular period in time.

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

c. Understand and apply language cues and conventions to construct and confirm meaning when listening including:

- Textual cues: recognizing and comprehending the organization of thoughts and ideas in a variety of written and other texts including distinctive features of genres (e.g., prose, poetry) and organizational patterns within each genre (e.g., chronological, spatial, enumerative, problem and solution, cause and effect, comparison and contrast).

d. Demonstrate active reading behaviours including:

- skim, scan, and read closely
- recognize and analyze text structures and elements
- discuss and analyze meanings, ideas, language, and literary quality in a range of contemporary and historical texts, taking account of purpose, audience, and time
- use notemaking, marginal notes, and outlining to better understand texts.

Lesson Plan Day 8

Name: Chelsey Driedger

Subject: ELA B10

Content: Lyrical Poetry (Rap)

Prerequisite Learning:

- Literary devices
- Ways to analyze poetry
- Types of poetry
 - o Ballads

Date:

Grade: 10

Instructional Strategies:

- think pair share
- partner paring
- journals
- active participation

Outcomes & Indicators:

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

• identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).

- o b. Apply personal experiences and prior knowledge of texts and language to develop understanding and interpretations of variety of texts.
- o e. Identify how human experiences and values are reflected in texts.

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

- o d. Demonstrate active reading behaviours including:
 - skim, scan, and read closely
 - identify and analyze explicit and implicit messages, viewpoints, concepts, persuasive techniques, and propaganda techniques (e.g., testimonial, band wagon, stereotyping)
 - recognize and analyze text structures and elements
 - relate understanding of a range of texts to personal experience, purposes, audience, and other texts
 - differentiate fact from opinion
 - differentiate between literal and figurative statements
 - test own ideas and values against those in text
 - recognize, comprehend, and discuss the significance of allusions and symbols in context
 - use notemaking, marginal notes, and outlining to better understand texts.
- o i) Compare the characteristics of different texts and consider the reason for these differences, in terms of topic, purpose, and point of view.

Lesson Plan Day 9

Name: Chelsey Driedger

Subject: ELA B10

Content: Lyrical Poetry (Rap)

Prerequisite Learning:

- Literary devices
- Ways to analyze poetry
- Types of poetry

Date:

Grade: 10

Instructional Strategies:

- journals
- active participation

Outcomes & Indicators:

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:
• identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).

- e. Identify how human experiences and values are reflected in texts.
- g. read historically or culturally significant works (texts) that reflect and enhance studies in history and social science

Set:

- Daily Stretch
- Recap yesterday- does anyone want to try rapping either poem?
- Play Wab Kinew's song *Heroes*

Development:

- Talk about Wab Kinew and share his book *Go Show the World: A Celebration of Indigenous Heroes* as a poem
- Why or why not?

Closure:

- How many of the people in Kinew's book did you know? Which one would you like to know more about and why?

Lesson Plan Day 11

Name: Chelsey Driedger

Subject: ELA B10

Content: Lyrical Poetry (Rap)

Prerequisite Learning:

- Literary devices
- Ways to analyze poetry
- Types of poetry

Date:

Grade: 10

Instructional Strategies:

- journals
- active participation

Outcomes & Indicators:

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:
• identity (e.g., Diversity of Being); • social responsibility (e.g., Degrees of Responsibility); and • social action (agency) (e.g., Justice and Fairness).

- i. Analyze how an oral piece is related to the themes and issues of a particular period in time.
- J. Look at spoken word poetry as method to bring about awareness and promote justice

Set:

- Daily Stretch
- Recap last week- collect poetry assignments (returned Wednesday for the ones turned in on Friday)
- Ask students if they know what the difference between Spoken word and Slam poetry is?

Development:

- Give background information on slam poetry and spoken word poetry
- Show videos
- Talk about how poetry gives us a voice and way to speak about issues of importance

Closure:

- In your journal respond to the following prompt:

Lesson Plan Day 13

Name: Chelsey Driedger

Date:

Subject: ELA B10

Grade: 10

Content: Workshop

Instructional Strategies:

Prerequisite Learning:

- active participation

Outcomes & Indicators:

- AR B10. 1 Establish and apply criteria to evaluate own and others' work.
 - a) Use feedback to evaluate own effectiveness as a communicator
 - b) Evaluate own and other's contributions and provide support where needed
- CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore: ● identity (e.g., Diversity of Being); ● social responsibility (e.g., Degrees of Responsibility); and ● social action (agency) (e.g., Justice and Fairness).
 - Create spoken, written, and other representations
- c. Develop a project-focused inquiry related to a theme or issue of the course:
 - ● generate relevant questions that can be researched
 - ● refine topics and clarify ideas ● interpret ideas and information from more than one source to develop and support positions research topic
- CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.
 - a. Participate in small- and large-group discussion, observing the courtesies of group discussion, and demonstrate effective group interaction skills and strategies including:
 - ● assume some of the work necessary to maintain discussion and advance it (e.g., by summarizing, raising questions, seeking clarification, extracting significant points, making connections, setting agenda).
 - ● maintain and demonstrate respectful behaviours
 - ● stick to topic and keep goals in mind
 - ● listen carefully
 - ● co-operate by staying positive, waiting turn, and avoiding putdowns
 - ● disagree respectfully
 - ● encourage others by trying to understand their ideas and asking for opinions
 - ● clarify and restate speaker's ideas to confirm meaning