

Name of Teacher Candidate: _____

Exemplar B – Moderate Lesson Plan– inspired by lesson by Chloe Bjelde (EDST 322 2022)- used with permission; revisions and additions by Kathy Pryor-Hildebrandt (June 2023)

Lesson Plan Title	Reading, reciting, and writing poetry	
Date	XXX __, 202__	
Subject	ELA	Grade - 7
Topic	Poetry	
Essential Question	What voices and poetic devices in the poems that you read inspired your own poem? How does your poem reflect your journey to Reconciliation?	
Materials	Projector Journals Pen/pencil Chromebooks https://youtu.be/RVIX0addQLO https://www.poetryinvoice.com/tags/indigenous Peer/self assessment sheet	

Stage 1 – Desired Results – you may use student friendly language

What do they need to understand, know, and/or be able to do? What is the purpose of the lesson?

Students need to understand how to interpret the different aspects of poetry: figures of speech, points of view, and the different poetry forms. They also must be able to recite the poems to their peers and create a poetry piece of their own on Indigenous injustice and reconciliation.

Broad Areas of Learning:

How?

Sense of Self & Community - Through reading the experiences that Indigenous authors have faced in their lifetime, students will learn to reflect and understand those specific hardships and why it is important to recognize and heal them. Students will also be developing the skill of writing in a journal in which they can use to de-stress and manage their mental health.

Lifelong Learners - Students will develop basic writing skills through writing their own poem which will help them be more confident language learners. Students will also be developing self concept through the reflection of why they find reconciliation important, which they will further develop through reading various poems written by Indigenous authors and their experiences.

Engaged Citizens - Through learning about reconciliation, students may understand their responsibility and part in repairing relationships which may lead to personal action.

Cross-Curricular Competencies:

Goals to Develop Thinking

Students will learn to think contextually when they apply the topic of reconciliation to their poem. They will learn to think critically when analyzing the poetry forms, figures of speech and points of view that the poets chose and why. Finally, they will learn to think creatively by expressing their feelings toward reconciliation and past injustices in the form of a poem

Goals to Develop Identity and Interdependence

Students will learn to understand, value, and care for oneself by expressing their feelings and emotions through poetry. They will also learn to understand, value, and respect human diversity and human rights and responsibilities through the reading of Indigenous poems.

Goals to Develop Literacies

Students will develop written literacy and expressing, understanding and communicating meaning using written literacy in writing their poems. They will also develop reading literacies by analyzing the poet’s creative intentions behind their work and by generating meaning behind the message.

Goals to Develop Social Responsibility

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Students will use moral reasoning processes when considering the past and present injustices toward Indigenous peoples. They will also engage in communitarian thinking when reading different works written by Indigenous poets

Outcomes and Indicators (cut and paste from curriculum.gov.sk.ca)

CR7.6

Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.

(b) Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.

(e) Read independently for a sustained period.

CC7.9

Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).

(d) Use appropriate point of view (including third person) when writing for particular audience and purpose.

(j) Experiment with a variety of forms and techniques.

(k) Experiment with and make deliberate choices about form and language suited to audience and purpose.

Treaty Outcomes and Indicators:

SI82 : Assess the impact residential schools have on First Nations communities.

Indicators:

→ Represent the effects of residential schools on First Nations' languages and cultures.

→ Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools

FNMI	Details
<input checked="" type="checkbox"/> Content	- Topic of Reconciliation explored through poetry
<input checked="" type="checkbox"/> Perspectives	- Website explores poetry created by Indigenous authors (their point of view and the topics they chose)
<input type="checkbox"/> Ways of knowing	
TRC:	

PGP Goals:

3.1 demonstrates the ability to use educational research inquiry, and data for planning, instructional and assessment purposes

For this lesson, to recap ideas behind past injustices against Indigenous peoples and reconciliation, I had to look back on what I had learnt on those topics in order to properly transfer that information to my class. I also came across the "poetry in voice" website, specifically their Indigenous poems, and through doing some snooping of the website myself, I found that it was a good resource for the students to use as well.

Assessment FOR Learning (formative)

(Assess the students during the learning to help determine the teacher's next steps.)

I will circulate the room and ask students questions regarding the poems they are reading and the author's choice of point of view and figures of speech. This will allow me to grasp their understanding of the previous discussion on these aspects of the lesson and if they are able to identify specific aspects of a poem.

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Assessment AS Learning

(Guides and provides opportunities for each student to monitor and critically reflect on his/her/their learning and identify next steps) (e.g. self-assessment, peer assessment)

Remind students to check whether they have incorporated the criteria: Indigenous topic, specific poetry format, figures of speech (one of the following: metaphor, simile, oxymoron, personification)

Assessment OF Learning (summative)

Assess the students after learning to evaluate what they have learned

Review student's poems to see if they have met the criteria (Indigenous topic, specific poetry format, and figures of speech)

Stage 3 – Learning Plan

Motivational/Anticipatory Set (introducing topic in a way that engages students, piques their curiosity)

Details:

To introduce what we will be doing, students will watch the following video: <https://youtu.be/RVIX0addQL0>

I will state that we will be reading, reciting and writing poetry.

I will post the essential question and let the students know that I will ask them to respond to this question at the end of the class by writing in their journal.

Main Procedures/Strategies (Step by step)

1. I will begin by notifying students that when we speak of Reconciliation, there may be some students who will react in an emotional way (this is a trigger warning). If students know that they may be triggered, they will have the option to watch the poetry in the library or in the hallway. First they should speak to the teacher.
2. Students will take some time to explore the following poetry website: <https://www.poetryinvoice.com/tags/indigenous>. They will be asked to spend 10-15 minutes to read poems on that site individually.
3. I will ask them to try and identify the point of views in the poem (first person, second person, third person) and the figures of speech in the poem and to explore the author's intention behind them. They may refer to their journals as a reminder of the specific types of poems and figures of speech that have been introduced.
4. Once they are finished, they will get into partners and recite a poem that they particularly enjoyed to one another.
5. Individually, students will begin to write their own poem but will decide first what topic they would like to explore, which kind of poem they will use and will refer to the figures of speech that they are to incorporate.
 - Comparisons: metaphor, simile
 - Oxymoron
 - Personification
6. Once finished, they may ask one person to read over their poem and check if they can find the point of view and the figure of speech that was used.
7. Before hand it in, they should complete the attached combined peer and self assessment form.
8. To conclude the lesson, pick 5 names out of the popsicle stick jar and ask those students if they are willing to share which aspect of reconciliation they addressed. If they are not willing to do that, then ask which poem they found the most appealing.

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Adaptations/Differentiations

If students know that they may be triggered by the poems, they may work in a different space.

If students find it difficult to work in a noisy classroom, they may use earbuds.

Students may choose the partner that they would like to complete their peer assessment.

Closing of lesson

Refer to the essential question and ask for 3 people who are willing to share their responses. Then everyone will respond to the question in their journal.

Students must complete the attached form (peer & self-assessment) to hand in, along with their poem.

Personal Reflection

How was the lesson effective/not effective?

Changes made to the lesson while teaching?

Suggestions for a future lesson this topic:

Name of Peer:	Self
Figure(s) of speech the peer identified	Figure(s) of speech I intended
Type of poem my peer identified	Type of poem I created
	Topic for Reconciliation