

ENGLISH 12

LESSON PLAN OUTLINE

Subject: English Grade: 12	Poetry Unit: Intro to Spoken Word Lesson Number: 1 of 12 Time: 75 minutes
Class Composition: 28 students in total: 15 girls, 13 boys (4 ELL students – 2 speak Mandarin Chinese, 2 speak Korean) (1 Special Needs – 1 with mild reading disability)	
Big Idea or Question for the Lesson: The Power of Spoken Word – Taking Poetry back to Oral Tradition - Many students find it difficult to relate to poetry. Through exposure to mainstream forms of hip-hop and spoken word poetry, students will be able to better appreciate poetry as a living form of art.	
Objectives: SWBATs Students will be able to: <ul style="list-style-type: none">• Create a spoken word poem as a class based on a prompt• Listen to, read, and analyze spoken word poetry, comparing the difference between poetry that is meant to be spoken vs. written• Recognize and discuss techniques employed in poems (with previously learned poetic techniques), as well as the performance techniques employed by the speaker, in both	PLOs It is expected that students will <ul style="list-style-type: none">• interact and collaborate in pairs and groups to respond to and analyse a variety of texts, and create a variety of texts• listen to comprehend, interpret, and evaluate ideas and information from a variety of texts, considering purpose, messages, tone, structure, effects and impact, bias, context, including historical and cultural influences• speak and listen to make personal responses to texts• recognize and explain how structures and features of text

class discussion and small group sharing.

shape readers' and viewers' construction of meaning

Materials/equipment needed:

- Youtube Videos of spoken word poetry examples (links provided in *Development*)
- Projector
- Printed handouts of the poems
- Chart paper for group discussions

Assessment Plan:

Formative assessment:

- class discussions with facilitator and recorder
- small group work, with teacher monitoring and checking on each group to help facilitate discussion and give ideas.
- Have students hand in their "What do you hear / see?" (though not for marks)

Adaptations:

- Provide extra support for the ELL students by checking in with them more frequently, with positive reinforcement.
- During the small group discussions, assign peers who speak the same language as the ELL students to be in the same group.

Modifications:

- Provide more oral instruction for the student with reading disability. Encourage him to highlight important words and use images to understand the poem.

Extensions:

Hook: (10 min)

1) Ask students to complete the sentence: "I am..."

2) When completed, have every student take turns to read out their sentence.

Encourage students to read with a strong, confident voice.

"What we have just created is a spoken word poem".

Introduction:

“Today we will explore poetry as a living form of art, and as a medium for you to explore your identity, and express your opinions on issue you care about.”

Development

1) Teacher-led: Engage in class discussion about students’ existing ideas around written forms vs oral forms of poetry (songs, hip hop, rap, stand-up comedy). Have a student volunteer record discussion on chart paper for the class. (15 min)

Questions:

- Chart Paper #1: What forms of poetry do we already know about?
- Chart Paper #2: What forms of spoken word exist? How do you engage differently with the spoken word than the written word?
Why?
 - Sample responses: “Rap and music lyrics follow a rhythm / beat, more catchy. Relatable topics, use of vernacular language. Comedy and story-telling – involves performer, theatrical, etc.”

2) Shane Koyczan: “This is My Voice” (20 min total)

<https://www.youtube.com/watch?v=GAX845QaOck&app=desktop>

- Hand out the text for “This Is My Voice” (3 min vid). Have students read the poem silently.
- Play video.
- Class discussion (entire class)
 - Personal responses to the poem: “How do you relate to the poem? Do you agree or disagree?”
 - “What does the poet care about?” – “So what?” questions
 - “What surprised you? What was new or interesting?”
 - “Did you engage differently by listening to this poem?”
 - What does Shane care about? What is his “voice”?
 - Discuss performance techniques that made the poem compelling.

3) Marshall Davis Jones : “Touchscreen” (30-35 min total)

<https://www.youtube.com/watch?v=GAX845QaOck&app=desktop>

What do you hear? What do you see? - Activity

- Play the video twice. First viewing – ask students to listen for and write down important words that stand out to them.
- Second viewing – ask students to listen for visual images in the poem, and write / draw them on paper.

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- In small groups of 3-4, have students discuss the words and images that they wrote down.
- Pass out handouts of the poem's text, and have each group look for and label poetic devices and techniques (figurative language, rhythm, repetition, irony, sound devices such as alliteration).
- Come back to class discussion and have each group share their findings.
- Ask the class: "How do the poetic devices contribute to the poem on paper vs through spoken word performance?"

Closing (5 min)

- 1) Recap the lesson. "Today, we looked at examples of spoken word poetry, and both the poetic and performance techniques used to present the poem.
** Ask students to hand in their labeled handout of "Touchscreen" (check for understanding of poetic devices, but not for marks)
- 2) Forecast the rest of the unit:
 - a. Class will read poems about identity
 - b. 2 In-Class essays
 - c. Final project: students create a class anthology of poems by each writing a poem on a theme discussed in the unit
- 3) Long term goal – Attend a local poetry slam as a class, perhaps make a few class submissions.

Follow-Up

No assignment.

Reflection

Questions to consider:

- How well did I manage time? Did I budget enough time for each activity or did I have to rush?
- What went well, what could be improved?
- Did students feel comfortable with the demands of the activities? (i.e. were students uncomfortable with speaking in class?)

*** My original lesson included Rafeef Ziadah's poem "We Teach Life, Sir", but upon reflection, I decided that it was too political and sensitive of a topic to include (unless approached and set up carefully), so I took it out.

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LESSON PLAN OUTLINE

Subject: English	Poetry Unit: Spoken Word Poetry (2)
Grade: 12	Lesson Number: 2 of 12
	Time: 75 minutes
Class Composition: 28 students in total: 15 girls, 13 boys (4 ELL students – 2 speak Mandarin Chinese, 2 speak Korean) (2 Special Needs – 1 with mild reading disability, 1 with ADHD)	
Big Idea or Question for the Lesson: - Prompt-generated writing	
Objectives: SWBATs Students will be able to: <ul style="list-style-type: none">• Complete a free-writing activity based on prompts generated as a class• Recognize and employ literary devices to create group poems out of their individual free-writing pieces	PLOs It is expected that students will <ul style="list-style-type: none">• interact and collaborate in pairs and groups to create a variety of texts• express ideas and information in a variety of situations and forms to engage and entertain• write meaningful personal texts that elaborate on ideas and information• select, adapt, and apply a range of drafting and composing strategies while writing and representing• use and experiment with elements of style in writing and representing
Materials/equipment needed: <ul style="list-style-type: none">○ Whiteboard and markers○ Chart paper for group poems	

Assessment Plan:

- Students hand in their group poems at the end for participation marks

Adaptations:

- Provide extra support for the ELL students by checking in with them more frequently, with positive reinforcement.
- During the small group discussions, assign peers who speak the same language as the ELL students to be in the same group.

Modifications:

- Provide more oral instruction for the student with reading disability. Encourage him to highlight important words and use images to understand the poem.

Hook: (10 min)

Word wall: Start with the word “secrets” on the board. Go around the room and ask each student to contribute a word or idea relating to “secrets” to create a wall full of prompts.

Introduction:

“Thank you all for helping to create our word wall. We are going to use these ideas to generate some spoken word poetry today. You’ll be creating your poems in groups, and performing them at the end of class!”

Development

1) Individual Free-write activity: (5 min)

- After creating the word wall, give students 5 minutes to write on the topic of “secrets”. The writing does not need to follow any particular format (can be in paragraph, can be as lines). They may use words on the wall as prompts, use their own ideas / personal experiences, etc.

2) Exquisite Corpse activity: (20 min)

- Divide students into groups of 4, and have each group take out a blank sheet of paper. One student will start by writing down one line on his or her free-writing piece onto the blank sheet (pick a line that particularly resonates with you). Pass to next person in group, who will add a line from his/her own piece, using the previous line as a prompt. Then fold the paper so that the

next person to write can only see the immediately preceding line, but not the lines that came before.

- Repeat this process for a couple of rounds (check in on students to see how many rounds they've completed as time nears 20min).
- When finished, students can unravel their "exquisite corpse" draft of a poem!

3) Refine (15-20 min)

- In their small groups, refine the poem by making sure the poem contains literary devices.
 - Brainstorm examples as a class (review of last class' discussions), i.e.: metaphors, similes, personification, imagery, onomatopoeia, repetition, etc.
 - Ask students to pay special attention to the SOUNDS, since it is spoken word
- Remember to title the poems!
- Groups copy their finished piece onto chart paper to share with class.

Closing (10 min)

4) Share & Perform

- Each group will perform their poem for the class (can be done either by a representative in the group, or as a whole group)
- Groups hand in their chart paper poems for participation marks.

Follow-Up

For homework, draw a self-portrait. Add other images and words that represent who you are. Show students a sample (either teacher sample or student sample).

Reflection

Questions for reflection:

- How well did students incorporate literary devices? Was there enough scaffolding to help them use it in their own poems?
- How well did I manage time? Did I budget enough time for each activity or did I have to rush?
- What went well, what could be improved?
- Did students feel comfortable with the demands of the activities?

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LESSON PLAN OUTLINE

Subject: English Grade: 12	Poetry Unit: Identity - Conformity Lesson Number: 3 of 12 Time: 75 minutes
Class Composition: 28 students in total: 15 girls, 13 boys (4 ELL students – 2 speak Mandarin Chinese, 2 speak Korean) (2 Special Needs – 1 with mild reading disability, 1 with ADHD)	
Big Idea or Question for the Lesson: - Responding to a text through questioning	
Objectives: SWBATs Students will be able to: <ul style="list-style-type: none">• Respond to a text through asking questions• Recognize and discuss literary devices• Explore the theme of nonconformity in the poems	PLOs It is expected that students will <ul style="list-style-type: none">• speak and listen to make personal responses to texts, by generating thoughtful questions• read, both collaboratively and independently, to comprehend a wide variety of literary texts, including poetry in a variety of forms• recognize and explain how structures and features of text shape readers' and viewers' construction of meaning and appreciation of author's craft, including form and genre, functions of text, literary element, literary devices, use of language
Materials/equipment needed: <ul style="list-style-type: none">○ Printed handouts of poems	

- Computer and projector (with poems, links to the recordings)

Assessment Plan:

- Hand in written reflection on how the questioning strategy changed their understanding or perception of the text
- Hand in self-portrait (just completion mark) – good way for teacher to get to know students some more

Adaptations:

- Provide extra support for the ELL students by checking in with them more frequently, with positive reinforcement.
- During the small group discussions, assign peers who speak the same language as the ELL students to be in the same group.

Modifications:

- Provide more oral instruction for the student with reading disability. Encourage him to highlight important words and use images to understand the poem.

Extensions:

Hook: (10 min)

In groups of 4 or 5, have each student share their self-portrait (homework assigned last class), and describe or explain the images/words in relation to their identity.

Introduction: (5 min)

“Our identities are formed by the values we hold, our family upbringing, our cultural background, our own interests...etc.”

- Have students think about which aspects of their identity are formed freely? Which are formed through societal expectation? Briefly discuss the role of conformity or nonconformity (students will already have covered this theme earlier in the year).

Development

“Self Portrait” (15 min)

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- 1) Pass out handouts of "Self-Portrait" by Robert Creeley. Play the recording of Robert Creeley's reading:
http://blog.bestamericanpoetry.com/the_best_american_poetry/2011/09/on-two-versions-of-robert-creeleys-self-portrait-by-daniel-nester.html
- 2) Whole class discussion, teacher models Questioning strategy
 - What do I know about the person in this poem and what part of the poem shows this?
 - What do I still wonder about the person in this poem?
 - What does he want? (Searching for individuality while aging)
 - What makes him pine for his youth?
 - Is he a father? A grandfather? Who does he love?
 - And if we knew those things about him, would that change how we feel about him?
 - Does this poem work well as a self-portrait? Why or why not?

"Danse Russe" (20 min)

- 3) Pass out handouts of "Danse Russe". Play recording of Williams reading his poem: http://media.sas.upenn.edu/pennsound/authors/Williams-WC/05_Emerson-Recording_08-50/Williams-WC_11_Danse-Russe_prod-Emerson_08-50.mp3.
- 4) While listening, have students read and ANNOTATE questions on their handout (plenty of white space!)
- 5) In their small groups, discuss the questions they came up with, modelled in "Self Portrait".
- 6) Have each group share out their questions, insights.
- 7) What does this poem have to say about individuality vs conformity?

"We Real Cool" (15 min)

- 8) Pass out handouts of "We Real Cool".
- 9) Ask for student volunteers to read it aloud (have 2 different readers, encourage different interpretation).
- 10) Discuss how the interpretations (word stress, line breaks, etc) changed the meaning.
- 11) Play recording of Gwendolyn Brooks reading her poem.
<http://www.poetryfoundation.org/poetrymagazine/poem/17315#poem>
- 12) Questions:
 - Who are the seven pool players? (dropouts)
 - What kind of attitudes do they show?**Teacher reads some of Gwendolyn Brooks answers from interviews
http://www.english.illinois.edu/maps/poets/a_f/brooks/werealcool.htm

Closing (10 min)

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- Review QUESTIONING STRATEGY
- Students write a short reflection on how the questioning the poems changed their understanding or perception of the text. Hand in as exit slip (formative assessment)

Follow-Up

- Assign reading “Song of Myself” (Sections 1, 2, 6, 52) for homework (prep for next class). Encourage students to write on their printout of the poem.

Reflection

Questions for reflection:

- Was it effective for students to hear the recordings, or should the focus be on student interpretations instead?
- How well did I manage time? Did I budget enough time for each activity or did I have to rush?
- What went well, what could be improved?
- Did students feel comfortable with the demands of the activities?

ENGLISH 12

LESSON PLAN OUTLINE

Subject: English Grade: 12	Poetry Unit: Identity - Conformity Lesson Number: 4 of 12 Time: 75 minutes
Class Composition: 28 students in total: 15 girls, 13 boys (4 ELL students – 2 speak Mandarin Chinese, 2 speak Korean) (2 Special Needs – 1 with mild reading disability, 1 with ADHD)	
Big Idea or Question for the Lesson: - Song of Myself – through a historical / social / political lens	
Objectives: SWBATs Students will be able to: <ul style="list-style-type: none">• Respond to a text creatively through dramatic performance or reading of the poem• Discuss themes in Whitman’s “Song of Myself” and how they relate to poetry we have read so far	PLOs It is expected that students will <ul style="list-style-type: none">• Express ideas and information in a variety of situations and forms to explore and respond, and to engage and entertain• listen to comprehend, interpret, and evaluate ideas and information from a variety of texts, considering context, including historical, social, and political influences• select, adapt, and apply a range of strategies to prepare oral communications, including planning and rehearsing presentations
Materials/equipment needed: <ul style="list-style-type: none">○ Printed handout of 6-point scale rubric○ Computer and projector (with Powerpoint about Whitman)	

Assessment Plan:

- Formative Assessment on understanding through dramatic performance

Adaptations:

- Provide extra support for the ELL students by checking in with them more frequently, with positive reinforcement.
- For those who are shy to speak in a dramatic performance, encourage them to participate through pantomime / acting. Set up a safe classroom environment with ground rules before the performances start.

Modifications:

- Provide more oral instruction for the student with reading disability.

Extensions:

- For those who would like extra material, encourage them to read the rest of "Song of Myself" and other poems in *Leaves of Grass* to explore more of Whitman.

Hook: (5 min)

PLAY "The Battle Hymn of the Republic"

(https://www.youtube.com/watch?v=p5mmFPyDK_8)

"When Johnny Comes Marching Home"

(<https://www.youtube.com/watch?v=4tIsXLyZcWI>)

Introduction: (2 min)

"These are songs from the American Civil War, which marks the rise of the United States as a commercial and political power. It is out of these contexts that Walt Whitman's poetry arise. His poetry is centered on ideas of democracy, equality, and brotherhood. In response to America's new position in the world, Whitman also tried to develop a poetry that was uniquely American."

Development (55)

13) POWERPOINT PRESENTATION: (10)

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- Walt Whitman Biography
 - Role in Civil War
 - Reconstruction Period
 - “The Gilded Age”
 - INFLUENCES of these periods of change
- 14) Teacher-led Discussion on each section (10)
- Summarize / paraphrase each stanza
 - Briefly talk about prominent images / ideas
- 15) Small Group Skits (25 min to prepare)
- Divide class up into groups of 6-7
 - Each group is assigned a section, for which they are to plan and rehearse a dramatic performance:
 - i. Can be a short skit relating to any themes in their section
 - ii. Can be a choral reading of the section (explain the importance of interpretation)
 - iii. Can be a tableau (Be able to provide a short commentary on their interpretations)
- 16) Performances: (10)
- Each group performs their interpretation, and briefly gives their rationale for the interpretation.

Closing (10 min)

- Hand out “Song of Myself” Worksheet – answer any questions regarding the homework (to be handed in next class).
- Hand out Rubric for in-class paragraph writing (6-point scale for Synthesis Texts). Topic will be related to the poems we have read. Review the elements of a well-written paragraph.

Follow-Up

- Song of Myself Worksheet due next class.

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LESSON PLAN OUTLINE

Subject: English	Poetry Unit: Identity - Conformity Lesson Number: 5 of 12
Grade: 12	Time: 75 minutes
Class Composition: 28 students in total: 15 girls, 13 boys (4 ELL students – 2 speak Mandarin Chinese, 2 speak Korean) (2 Special Needs – 1 with mild reading disability, 1 with ADHD)	
Big Idea or Question for the Lesson: - In-Class writing	
Objectives: SWBATs Students will be able to: <ul style="list-style-type: none">• Synthesize themes and draw connections between two previously studied poems in a well-developed in-class essay	PLOs It is expected that students will <ul style="list-style-type: none">• Write purposeful information texts that express ideas and information to analyse and critique• select, adapt, and apply a range of drafting and composing strategies while writing and representing, including organizing and synthesizing ideas and information• write and represent to synthesize and extend thinking, by explaining relationships among ideas and information
Materials/equipment needed: <ul style="list-style-type: none">○ In-Class Paragraph: Topic Slip with Instructions	
Assessment Plan:	

- Hand in Song of Myself Worksheet

Adaptations:

- ELL Students may have dictionaries as they write their paragraphs

Modifications:

- Provide more oral instruction for the student with reading disability.

Extensions:

- For those who would like extra material, encourage them to read the rest of “Song of Myself” and other poems in *Leaves of Grass* to explore more of Whitman.

Introduction: (10 min)

Recap the skits from last day and major themes discussed.

Discuss personal responses from the worksheet.

Have students hand in their worksheet.

Development: (65 min)

- 17) Quick overview of poems studied and common themes: (15)
- 18) Distribute Instructions, answer any questions
- 19) Silent writing time (Around 45-50 min)

Closing

- NEXT CLASS: thinking about Canadian Identity

Follow-Up

- No assignment
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SYNTHESIS TEXT TOPIC

Discuss the relationship between self and society in “Danse Russe” and “Song of Myself” Stanza 1. Be sure to support with evidence from the texts.