

Subject: English Language Arts	Grade: 11	Date: Oct 12	Duration: 80 mins
Lesson Overview	This lesson will explore ways in which the formal device of repetition can create deeply personal meaning. Students will learn that repetition can create its own meaning that goes beyond the repeated phrase or image.		
Class Profile	32 students, 15 ELL students with varying degrees of competency, 3 students have learning disabilities, 1 student is in a wheelchair		

Big Idea(s)	<p>Language and story can be a source of creativity and joy</p> <p>People understand text differently depending on their worldviews and perspectives</p>
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Curriculum Competencies	<p>Respond to texts in personal, creative, and critical ways</p> <p>Explain how literary elements, techniques, and devices enhance and shape meaning</p> <p>Exchange ideas and viewpoints to build shared understanding and extended thinking</p>
Content	Students will learn how repetition creates meaning. They will explore subjective readings through discussion and journal entries
Language Objectives	<p>Students will work in groups to explore the varied meanings that repetition can have, and how their own experiences influence their interpretations.</p> <p>Students will collaborate to create a performative art piece utilizing the literary device repetition.</p> <p>Students will reflect in journal form on “The Visitors”, as well as the group activity. Through their journals students will discuss their feelings and the interpretations of others groups.</p>

Materials and Equipment Needed for this Lesson
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Projector hook-up for a mac, screen, speakers,

	Lesson Stages	Learning Activities	Time
1	Warm-up	Attendance and other housekeeping	5 mins
2	Presentation	<p>Students will watch a clip of “The Visitors” by Ragnar Kjartansson (3:55 - 8:23)  <a href="https://www.youtube.com/watch?v=p3b7U5NS6e8">https://www.youtube.com/watch?v=p3b7U5NS6e8</a></p> <p>Students will then watch a short interview with Kjartansson on “The Visitors” in which he discusses his work.  <a href="http://www.macm.org/en/expositions/ragnar-kjartansson/">http://www.macm.org/en/expositions/ragnar-kjartansson/</a></p>	10 mins
3	Practice and Production	<p>Students will get into groups of 4 and share their impressions and feelings about the “The Visitors”. Students are encouraged to explore what emotions were brought up by the piece and how the simplicity of the phrasing was or wasn’t effective.</p> <p>Next, students will create their own version of “The Visitors”. Each group will choose a simple phrase that they will repeat. The group will then choose how they wish to present the phrase to create meaning.</p> <p>Groups present their rendition of “The Visitors”</p>	<p>10 mins</p> <p>15 mins</p> <p>30 mins</p>
4	Closure	<p>Students will write a journal response on the activity.</p> <ul style="list-style-type: none"> <li>- write about how “The Visitors” made you feel</li> <li>- Write about the process of creating meaning out of a repeated phrase</li> <li>- Comment on another group’s presentation and what feelings were brought up for you.</li> </ul>	10 mins

Adaptations for English Language Learners	I will provide a list of feeling words, brick words, and mortar words to aid the ELL students in writing their journal entries.
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Assessment/ Evaluation of Students' Learning	Students will be assessed on participation and depth of interpretation. Journal entries will also be handed in for participation marks. Students must display an understanding of repetition, and show a good grasp of how meaning can be created even though the words remain the same.
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Reflection	<ul style="list-style-type: none"> <li>- I first came across “The Visitors” in London, and the experience had a great impact on me. One of the new Big Ideas of the curriculum is the idea that literature can evoke joy, and I believe that this art evokes many emotions.</li> <li>- I am fascinated by Kjartansson’s idea that his art creates “performative sound sculptures” with his repeated words, and I feel that this is an unique way to show my students the power of repetition and the importance of performance/publishing</li> <li>- The basis of my lesson is to explore the formal structure of repetition and how it creates meaning. I wanted this lesson to be accessible for ELL students which is why I chose an exercise that uses simple phrases to great effect. By keeping the repeated phrases simple, I wanted students to consider other methods of making meaning with their writing.</li> <li>- I included a journal entry at the end of the lesson to allow the students a chance to be introspective and examine their emotions and thoughts about the piece. I also think that journals are a good way for students to practise their writing in a non-threatening and informal way. Journals afford ELL students the opportunity to learn important words to describe themselves and name their feelings, which are elements of language and writing that are often overlooked in academic writing</li> </ul>
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Repetition exercise exemplar:

Repeated phrase: I am not lead

- whole class participates in the presentation
- starting with our group I began by saying “I am not lead”, the second person starts saying the phrase when the first says “not”. This creates a verbal waterfall of people following one after the other saying that they are not being led.

Journal exemplar:

This was not the first time that I had seen “The Visitors”. I first experienced the installation in London when The Vinyl Factory exhibited it, and the experience had a great impact on me. I was struck by how emotional I found the piece. I was quite overcome with emotions, but I often found it difficult to name which one I was feeling. Each iteration of the phrase brought something new to me. I felt, in turns, elated, sorrowful, galvanized, quieted, contented, discontented, and the list goes on. One of the new Big Ideas of the curriculum is the idea that literature can evoke joy, and I feel that this art evokes many emotions, joy among them.

Kjartansson’s idea that repetition makes moments both static and vibrantly alive is very interesting. He expressed the idea that repetition makes words into “performative sound sculptures”. I find this idea particularly challenging to fully grasp, but also wonderful in its sentiments. Kjartansson finds something innately human in repetition, as our lives are a series of repetitions (job, days, interactions, etc). Hearing in Kjartansson’s own words why he creates art in the way he does really informed my own experience. He is careful to not tell us what his work is “about” when he discusses his own motivations. I find that, with each time I reexperience “The Visitors”, the “sculpture” that it creates is different, but always intensely personal.

For my rendition of “The Visitors” my group asked the whole class to participate in a waterfall of voices, one after the other, saying “I am not lead”. I felt that the performance created a tension between the individual voices, and the fact that the voices said a uniform phrase, one after the other. I love the irony of each person being led into the phrase by the preceding person. I saw felt that our presentation was both (or either, depending on your point of view) a celebration of individuality and a expression of sadness for lost individuality. I felt that this was a good way to use Kjartansson’s ideas of the human experience being a combination of tragedy and comedy.