|  |  |  |
| --- | --- | --- |
| **Alex Axell O’Callaghan, English, Grade 6, Protest Poetry Around the World \*** | | |
| Prepared by: **Alexandra Axell O’Callaghan** School/Location: **John Spry Community Academy** | | |
| Subject: English Language Arts Grade: **6th** Unit Title: Poetry from Around the World Time Needed: 4-6 Weeks | | |
| Unit Summary: Students will be learning about protest poetry in different cultures. They will also make comparisons between protest poetry from different cultures. They will develop an understanding of the issues that face other cultures and what people think about them. They will read and view poetry and share their thoughts about a poem with students from another country. | | |
| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS:  CCSS.ELA-LITERACY.RL.6.1: Cite textual evidence to support analysis of what a text says explicitly.  CCSS.ELA-LITERACY.RL.6.1: Cite textual evidence to support an inference drawn from the text.  CCSS.ELA-LITERACY.RL.6.2: Determine the gist of a text and how it is conveyed through details.  CCSS.ELA-LITERACY.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.  CCSS.ELA-LITERACY.RL.6.7: Compare and contrast the experience of reading a poem to listening to or viewing an audio, video, or live version of the text. This includes contrasting what they “see” and “hear” when reading to what they perceive when they listen or watch.  CCSS: ELA-LITERACY.WHST.6-8.6: Use technology, including the internet, to produce and publish writing.  CCSS: ELA.LITERACY.SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  GLOBAL COMPETENCY:  Communicate Ideas  Recognize Perspectives  RESOURCES:  <http://www.aljazeera.com/programmes/poetsofprotest/>  <http://protestpoemsdotorg.blogspot.com/>  <http://protest-poetry-south-africa.co.za/>  <https://www.youtube.com/watch?v=9NJEs3Piqjk>  <http://newsone.com/2810717/hip-hop-apartheid-artists-united-against-apartheid-sun-city-protest/>  <http://www.complex.com/music/2014/08/rap-songs-police-brutality/> | ***Transfer*** | |
| *Students will be able to independently use their learning to…(real world purpose)*  T1. Recognize perspectives  T2. Communicate Ideas  T3. Recognize similarities and differences | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1. Poetry can be used as a form of protest.  U2. Protest poetry can play a different role in cultures.  U3. Protest poetry can be used as a lens to learn more about issues facing other cultures.  U4. Protest poetry from different cultures can focus on a similar topic.  U5. Authors use specific words to portray perspectives. | ESSENTIAL QUESTIONS  E1. What defines a protest poem?  E2. What are the specific cultural beliefs expressed in poetry?  E2. How do author’s use words to reflect their perspectives?  E3. What comparisons can be made between protest poetry in different cultures?  E4. How can culturally specific poetry support students in developing a global perspective?  E5. What is the role of protest poetry in our culture?  E6. What is the role of protest poetry in other cultures? |
| ***Acquisition*** | |
| *Students will know… (Content)*    K1. That protest poetry is used to raise awareness of a problem with an existing current event or circumstance.  K2. Different cultures may write protest poetry about similar topics.  K3. Protest poetry can help us learn about issues facing other cultures.  K4. Protest poetry can help us learn about the different cultural perspectives.  K5. Authors use specific words or phrases in order to express the meaning of their poem. | *Students will be able to… (Skills)*  S1. Define poetry of protest. Define protest and what that is called in other countries.  S2. Discuss ways people protest in their country.  S3. That there are different forms a protest poem can take such as a rap.  S4. Determine the gist of a poem and/or by annotating the text.  S5. Define and identify sound devices in a poem and rap.  S6. Compare protest poetry from different cultures.  S7. Compare protest raps from different cultures.  S8. Use multiple forms of technology to view and write poetry.  S9. Through technology, partner with students in another country to share poetry and discuss meaning.  S10. Analyze how words and phrases affect the meaning of a poem and/or rap.  S11. Create an original performance of the poem. |
| **Stage 2 - Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** | |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)  1. KWL chart on what they know about poetry.  2. Exit ticket on the definition of protest poetry and protest.  3. Exit tickets to answer a text specific question about a poem.  4. Quiz on literary techniques and sound devices.  5. Venn Diagram to compare protest poetry in South Africa to protest poetry in the Middle East.  6. Annotations of a poem.  7. Verbal responses to questions about a poem.  8. Reflections and self-assessment on understanding of issues facing other cultures.  9. Observations of the speech choir performance. | 1. SWBAT analyze words in a variety of poems from different cultures to determine the gist.  2. SWBAT define and identify sound devices used in a poem.  3. SWBAT compare and contrast protest poetry from different countries.  4. SWBAT explain the significance of protest poetry to a specific culture.  5. SWBAT determine the beliefs and values of a culture through protest poetry.  6. SWBAT explain the role protest poetry plays in two different countries.  7. SWBAT compare and contrast reading a poem to listening or watching a poem being read.  8. SWBAT write a poem about an issue facing a group of people using at least one sound device.  8. SWBAT use technology to produce or view a poem by using power point.  9. SWBAT communicate opinions on protest poetry to an individual from a different culture through the use of technology.  10. SWBAT perform a protest poem using movement. | |
| Assessment **OF** Learning: (ex: performance task, project, final paper)  Project choices:  1. Create a poem using technology.  2. Read a poem and explain it’s meaning on video.  3. Explain how protest poetry is similar and different between two different cultures through a project or presentation.  4. Perform a protest poem as a group using movement. | 1. SWBAT write a protest poem using technology.  2. SWBAT read a poem on video and in person to a peer from another country.  3. SWBAT communicate and share ideas on the meaning of a protest poem to a peer from another country.  4. SWBAT create a presentation (PPT) to explain the comparisons between protest poetry from different countries.  5. SWBAT create an original performance of a protest poem that demonstrates it’s deeper meanings. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*  *Week One:* This week students will understand what a protest poem is and the different forms it can take such as a rap. Students will also begin to define common literary techniques and sound devices found in poetry such as metaphors, similes, hyperbole, assonance, rhyme, and rhythm. Students will be able to identify those in a poem and rap. Students will go on a scavenger hunt to find examples of the different literary techniques and sound devices in a poem or rap.  *Week Two:* This week students will start to analyze the meaning of a protest poem by finding the gist and compare that to articles on the issues present in protest poetry and rap. Students will use evidence flags to write out gist statements for each stanza of a poem and/or rap. They will study poetry and raps from the United States, South America, and Africa. They will also continue to practice identifying literary techniques and sound devices in protest poetry.  *Week Three:* This week students will read, annotate, and analyze protest poetry and raps from the Middle East and compare that to what they have read in the United States and South America. Students will continue to read articles related to the issues presented in the poems they read and find similarities. Students will need to write about what similarities they see between the poems and connections the poems have to issues facing the countries. We will start to discuss what we learn about different countries through protest poetry.  *Week Four:* This week students will begin to choose a favorite protest poem or rap and practice presenting on its meaning to the group. Students will need to analyze the poem in depth along with articles on the issues presented in the poem. They will use a graphic organizer to collect their ideas. As part of their presentation on the poem, they will need to create a visual that connects to what the poem is fighting against. We will also start to set up and prepare for international collaboration with another class in a different country to discuss issues occurring and protest poetry and rap. Students will also watch a video of a speech choir performance created by students in the Philippines and write down observations of what moves them.  *Week Five:* This will be assessment week. Students will begin to construct their own protest poem or rap using technology such as power point. The goal is to create a poem or rap in power point using kinetic typography. Students will then share their poem with students in another country. Students will also perform one protest poem as a group by creating original movements to support the message of the poem.  *\*adapted from Understanding by Design Model* | | |

|  |  |  |
| --- | --- | --- |
| **TGC FELLOWS UBD Lesson Template** | | |
| Lesson Title: What is protest poetry? Subject: ELA Prepared by: Ms. O’Callaghan  Materials Needed: KWL Chart, I notice/I wonder graphic organizer, comparison/contrast graphic organizer, Youtube video, projector, poems, chart paper, markers  Global Competency: Communication and Perspective | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | Students will be able to define protest poetry in their own words and explain some of the characteristics of a protest poem by looking at poems presented in written and oral form. | |
| **H**ook: | | **T**ailored Differentiation: |
| I will have students fill out a KWL chart for poetry. Then I will show them a youtube video of a protest poem and then show it again but this time I would pause it and they would need to jot down what they notice and wonder about it. I will then define protest, then I will have them fill out a KWL chart for protest poetry using their notes from the video. | | * In the graphic organizers I will include sentence starters. * For the KWL chart, I will have I know… at the top and include 3-5 I know sentence starters with lines after it. Then I will also include I wonder…. and I learned… sentence starters in the chart in the appropriate boxes. * I will also include the I notice and I wonder sentence starters in their note-taking graphic organizer. Additionally, I will model an example for the KWL chart and I notice/I wonder chart. The second time they watch the video, I will prompt them by pausing it at specific points. * I will provide a sentence frame for the quick write. * Students will be able to verbalize their thoughts to one another and then jot them down. * I will include pictures to support students in comprehending the poems. * I will preview and define any challenging words in the poems. * I will include spaces between the lines of the poem and highlight important parts as needed. |
| **E**quip: | |
| I will then show provide a protest poem for students to read. I will first read the poem aloud and then model identifying a characteristic I noticed that was similar to the video of the poem and jot it down in my comparison/contrast chart. I will then have students reread the poem as a whole group by using the Teach Like a Champion Technique called Control the Game and I will have them think, pair, and share with a partner about what they characteristics they cound to be similar and different and write them in their chart. Finally, I will have groups share out the characteristics and I will jot them down on a chart. | |
| **Rethink and revise:** | |
| Finally, I will have students reread the poem independently and write down any other characteristics they noticed. I will also allow for students to watch the video of a protest poem again and jot down anything they noticed or any comparisons in their graphic organizers. We will share out once more and I will prompt them to think about anything they may have missed. | |
| **Evaluate:** | |
| To evaluate them, I will do a quick write and have students define protest poetry and state one characteristic. I will give students 8 minutes to do this. | |
| Notes: | |
| **O**rganization: |
| I will have a poster with protest poetry written on it. I will also have three graphic organizers for them to use and I will include a copy of them on chart paper for the class to see. Students will have graphic organizers of the following:  1. KWL chart for poetry and protest poetry with sentence starters.  2. I notice/I wonder note catcher with sentence starters.  3. A comparison/contrast graphic organizer with the video and poem titles included and sentence starters. |

**Annotation**: I have updated my unit plan after my field experience in the Philippines to add more choice in the assessments for my students. All of my modifications to the unit plan post-travel are written in purple font. I made these updates because I was so moved by the creativity and originality of the Filipino students’ performances during my time in Manila and Tacloban. Every school greeted us with both a song and dance and it was very clear how important the arts are to Filipinos, they are so well rounded in their abilities. I also learned how important song and dance is to Filipino culture through the Pintados festival I was able to experience. I learned from students there that when given an outlet to be creative kids can come up with incredible things. Me and the other two fellows in Tacloban learned this when we gave the students an opportunity to present what they’ve learned about John Adams from a brochure in a short 30 second performance, what they came up with as a group was outstanding! Therefore, I thought I would adjust my unit plan to include opportunities for my students to work creatively in a group to come up with a unique way to present their poetry that incorporates movement as I feel it will address multiple learning modalities and engage students in the meaning of the poetry they studied.