

Understanding by Design Template Exemplar

Title of Unit	Understanding Poetry through Critical Lens Theories	Grade Level	12
Subject	English 30B	Time Frame	10-15 hours
Developed By	Amanda Lyons		

Stage 1 - Identify Desired Results

Broad Areas of Learning

How are the BAL incorporated into this unit?

The Broad Areas of Learning are: Lifelong Learners, Sense of Self, Community, and Place, and Engaged Citizens. These are incorporated throughout the unit when applying critical lenses to everyday life situations to provide students with a more critical perspective of the world. By introducing each critical theory lens with an activity that relates directly to the students' lives, students begin to question how their identity affects the literature they read. By doing so, students can critically analyze their community and place in order to make necessary changes to the world around them.

Cross curricular Competencies

How will this unit promote the CCC?

Students learn to think critically through each of these different lenses. The unit focuses on how each students' individual values, social and economic status affect how they read/ write poetry, and how they are perceived in society. The unit expresses literacies in many forms, and informs students on the many ways to read texts other than poetry, and how these other texts can support poetry readings. Learning about different perspectives that may often be marginalized when reading literature. Through class discussions, students learn to learn and support the thinking of others, even when they do not agree with it.

Learning Outcomes

What relevant goals will this unit address?

(must come from curriculum; include the designations e.g. IN2.1)

CR B 30.1: View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address identity (Sense of Self), social responsibility (Social Criticism), and social action (agency) (Addressing the Issues).

CR 30.2 View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.

CR 30.3 Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.

CR 30.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, *poetry*, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes.

CC 30.3 Create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of

poetry or a prose passage related to the issue) and informal (including discussion and collaborative group work) situations.

Enduring Understandings

What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)

What misunderstandings are predictable?

Students will understand that...

Poetry is written as a form of expression from the author, and this depends upon the author's gender, social class, race, and individual beliefs.

Gender, social class, race, ability, and background all influence how each student reads the poems.

These discussions are necessary to look at when reading the newspaper, viewing a cartoon, watching plays, listening to conversations... etc.

Related misconceptions...

Students will only view postcolonial through an North American Aboriginal perspective.

Students will not know what postcolonialism is...

Essential Questions

What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

Content specific....

Does gender affect how you view society?

Is Canada a classless society?

Does postcolonialism still affect our society today?

How does your own background affect your worldview?

FNMI, multicultural, cross-curricular...

Aboriginal authors are represented throughout the poetry unit, as well as Aboriginal content, postcolonialism, and effects of postcolonialism on today's society. Students are also completing a writing piece in response to Buffy Ste. Marie and Wab Kinew's political songs.

Knowledge:

What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.

Skills

What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.

Students will know...

Gender, social class, race, ability, and background influences your everyday life and each student has their own story.

Social action, sense of identity, and social responsibility...

Students will be able to...

Read critically into poetry without help from the teacher.

Read critically into the news without help from the teacher....

Stage 2 – Assessment Evidence

Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)

By what criteria will performances of understanding be judged?

GRASPS Elements of the Performance Task

G – Goal <i>What should students accomplish by completing this task?</i>	For a final assessment, students will be completing their section of the chart to go with the poem “History Lesson” by Jeannette Armstrong. Each group of four students will be given a specific critical lens to read the poem. Students must fulfill all requirements on the chart before moving on to the next stage. In the second part of the lesson, students will be divided into different groups of four—one person from each critical lens group (JIGSAW). Each student will be responsible for teaching the other three students about their specific critical lens, and show how the poem can be read through each perspective. Once the entire chart is filled out, students are to hand in their final product to be graded by the teacher. Students will be assessed on their participation and evaluated on their answers based on the rubric provided. In this activity, students will be taking a lead role in interpreting the poetry through the 6S strategy and critical lens theories. The goal is for students to teach students, and respectively become “experts” in their critical lens.
R – Role <i>What role (perspective) will your students be taking?</i>	
A – Audience <i>Who is the relevant audience?</i>	
S – Situation <i>The context or challenge provided to the student.</i>	
P – Product, Performance <i>What product/performance will the student create?</i>	
S – Standards & Criteria for Success <i>Create the rubric for the Performance Task</i>	Rubric is attached to Unit Plan.

Other Evidence

Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.

At the beginning of the unit, students will hand in a small journal entry in respect to the listening activity/motivational set. Students are graded on their responses to questions based on the listening of two Aboriginal artists, Buffy St. Marie and Wab Kinew. Students will be completing questions in response to poems read in class. They will also be assessed on their participation in large class discussions and small group work.

Student Self-Assessment

How will students reflect upon or self-assess their learning?

By having students teaching students in the final assessment, students are able to reflect upon what they have learned over the course of the unit by their ability to teach other students about their critical theory lens and how to read poetry through this specific lens.

Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

Where are your students headed? Where have they been? How will you make sure the students know where they are going?

What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?

Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?

By the end of this unit, my students will be able to read poetry through the use of the 6S Strategy (refresher) and different critical lens theories. In the past, many of these students have studied poetry through the 6S Strategy; however, since not all students were in the previous class where this was learned, I will need to go through it again. The students will know where they are going through the initial explanation of the unit. My learner's experiences are crucial to this unit plan being successful—many of the critical theory lenses are based off of what my students perceive to work within society and themselves. Although the learners played a huge part in how I developed these lessons (ex. Knowing how much they liked music as poetry in last term, I brought it to the forefront this term), they were not part of the pre-planning. I anticipate that many students will not understand some of the critical lens theories (Reader's Response, Post colonialism). For the EAL students, I plan to write the agenda of the day on the board, print out the PowerPoint for all students, and offer additional help at lunch hours for any students. Learning will take place in the classroom.

How will you engage students at the beginning of the unit? (motivational set)

I asked all students to bring in their favorite song lyrics (one restriction: the lyrics could not have the same sentence repeat for the entire song). The reason for this activity is to show students how lyrics are actually poetry, and by bringing in their favorite song and identifying what makes it their favorite song (based on Reader's Response lens), students will be able to identify what they like/ don't like about poetry. Once students establish this part, it will hopefully be easier for them to remain open-minded during the unit. The second stage of this unit plan is to introduce students to two songs: Buffy St. Marie's "Universal Soldier" and Wab Kinew's "Heroes". Students are expected to answer questions about each song and relating it to their lives and other real-world connections while answering the question *are these songs poetry? Why or why not?*

What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?

#	Lesson Title	Lesson Activities	CCCs	Resources
1	Introduction to Poetry 1 (<p>5-10 min: what is poetry? Concept map on the board</p> <p>20-25 min: what makes a good song? Discuss aspects of a good song with them. Think-Pair-Share: Favorite Song Lyrics activity/ questions to answer (formative assessment—partner work).</p> <p>15-20 min: Explanation of assignment due Tuesday. Listen to Buffy St. Marie and Wab Kinew songs—how does each song fit into the poetry unit?</p> <p><i>PGP Goals:</i></p> <p>1.1 Ensures the participation and success of all students.</p> <p>1.4 Analyzes the classroom environment and makes adjustments to enhance social relationships and student motivation/ engagement.</p> <p>2.3 Develops knowledge and understanding of students' distinct cultural, ethnic and language background and applies it to anti-oppressive teaching practices.</p>	DT; DI&I	Lyrics for "Universal Soldier". Songs for "Universal Soldier" and "Heroes".
2	Introduction to Poetry 2 (20m)	<p>20 min: Go through 6S Strategy poetry PPT.</p> <p><i>PGP Goals:</i> 4.4 Is sensitive to and engages the unique strengths and learning styles of all students.</p>	DL	PPT on 6S Strategy

3	Reader's Response	<p>10-15 min: Understanding Reader's Response lens. 30-40 min per poem—students work individually to read the poem and answer questions. 15-30 min: Assessment: Going through questions as a class.</p> <p><i>PGP Goals:</i> 2.2 Provides learning opportunities that recognizes and fosters each pupil's sense of self worth and dignity while demonstrating caring, compassion, trust and empathy.</p>	DI&I DL	Reader's Response PPT. "To Autumn" and "The Tiger" by William Keats
4	Feminist/ Gender Lens (90 min)	<p>20-30 min: Understanding Gender Lens PPT; THINK AND WRITE—fill out chart and discuss as class—gender perspectives. 45 min: work through the four poems (take ones not completed for homework) 15-30 min: Assessment: go through questions in groups.</p> <p><i>PGP Goals:</i> 2.1 Creates and maintains a learning environment that encourages and supports the growth and potential of the whole student. 3.1 Promotes and engages in the improvement of social and environmental conditions. 3.3 Demonstrates, shares, and assists students in developing critical insights into current issues. 5.2. Builds inclusive communities across lines of difference (e.g., ethnicity, ability, class, race, gender and family structure) and promotes open communication.</p>	DSR; DI&I	Gender Lens PPT "Annabel Lee"—Edgar Allan Poe "Sonnet 43"—Elizabeth Barrett Browning "Housewife"—Susan Fromberg Schaeffer "Birches"—Robert Browning
5	Marxist/ Social Class Lens (90 min)	<p>20-30 min: Understanding Social Class Lens PPT; class discussion on political cartoon—IS CANADA A CLASSLESS SOCIETY—discussion of power and authority. 45 min: work through the four poems selected. What does it say/ what does it mean chart—"My Last Duchess"—Robert Browning 15-30 min: Assessment: go through questions as a class</p> <p><i>PGP Goals:</i> 3.1 Promotes and engages in the improvement of social and environmental conditions. 3.2 Identifies and ameliorates ways in which socio-economic status affects children, learning and community. 3.3 Demonstrates, shares, and assists students in developing critical insights into current issues. 5.2. Builds inclusive communities across lines of difference (e.g., ethnicity, ability, class, race, gender and family structure) and promotes open communication.</p>	DSR; DI&I	Social Class PPT "My Last Duchess" Robert Browning "Stopping by the Woods on a Snowy Evening" Robert "Richard Cory" Edward Arlington Robinson "To a Poor Old Woman" William Carlos Williams
6	Post-Colonial Lens (120 min)	<p>35-40 min: Understanding Postcolonialism—brief history behind colonialism and postcolonialism. Bring in current examples (newsarticle)—THINK-PAIR-SHARE 45 min: work through the four poems selected. 15-30 min: Assessment: go through questions in groups.</p> <p><i>PGP Goals:</i> 2.3 Develops knowledge and understanding of students' distinct cultural, ethnic and language background and applies it to anti-oppressive teaching practices. 3.3 Demonstrates, shares, and assists students in developing critical insights into current issues. 3.6 Develops in self and others understanding of anti-racist and anti-oppressive approaches to education. 4.1 Identifies and understands how education is affected by present day and historical global,</p>	DSR; DI&I	Postcolonialism PPT "One Way to Keep Track of Who is Talking" Annharte "Indian Woman" Jeannette Armstrong "Casualties" George Elliott Clarke "I Lost my Talk" Rita Joe

		<p>local, political and cultural issues (i.e. war, peace, poverty, racism).</p> <p>5.2. Builds inclusive communities across lines of difference (e.g., ethnicity, ability, class, race, gender and family structure) and promotes open communication.</p>		
7	<p>Reading through a Critical Lense: All (120 mins)</p>	<p>10 min: set up 50 min: Initial group; divided by their critical lens groups. 50-70 min: JIGSAW ACTIVITY—students teaching students</p> <p>Assessment—group work, understanding of their specific lens (self, peer, and teacher) Evaluation—Chart handed in after the jigsaw activity is completed; evaluation of group work and completion of chart.</p> <p><i>PGP Goals:</i> 2.3 Develops knowledge and understanding of students’ distinct cultural, ethnic and language background and applies it to anti-oppressive teaching practices. 3.6 Develops in self and others understanding of anti-racist and anti-oppressive approaches to education. 6.3 Incorporates First Nations, Inuit and Métis content and perspectives across all teaching areas.</p>	<p>DSR; DI&I; DL; DT</p>	<p>“History Lesson” Jeannette Armstrong</p>
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9				
10				
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APPENDIX

1. Questions for Student Lyrics—Your Favorite Song
2. Reader's Response Chart- Example and Fill in Blanks
3. Comparative Analysis of "Universal Soldier" and "Heroes" Assignment
4. Upon Seeing an Orange (example from Appleman's text)
5. Reader's Response Questions
 - a. "To Autumn" by William Keats
6. Gender Questions
 - a. "Annabel Lee" by Edgar Allan Poe
 - b. "Sonnet 43" by Elizabeth Barrett Browning
 - c. "Housewife" by Susan Fromberg Schaeffer
 - d. "Birches" by Robert Browning
7. Social Class
 - a. "My Last Duchess" by Robert Browning
 - b. "Stopping by the Woods on a Snowy Evening" by Robert Frost
 - c. "Richard Cory" by Edward Arlington Robinson
 - d. "To a Poor Old Woman" William Carlos Williams
8. Post-colonial Questions
 - a. "One Way to Keep Track of Who is Talking" by Annharte
 - b. "Indian Woman" by Jeanette Armstrong
 - c. "Casualties" by George Elliott Clarke
 - d. "I Lost My Talk" by Rita Joe
9. "History Lesson" by Jeannette Armstrong Jigsaw Activity

Questions for Student Lyrics—Your Favorite Song

1. What are the lyrics about?
2. What is the mood of the lyric and how does it make you feel?
3. What is the message or theme of the lyrics?
4. What did you like least about the lyrics?
5. What do you like best about the lyrics?
6. What type of rhyme pattern or rhyme scheme did the author use?
7. What type of figurative language or poetic devices did the writer use?
8. What type of rhythm or meter is used in the lyric?
9. How is this poetry? How does this aid your understanding of poetry?

Reader's Response Chart

Instructions: Complete the Reader's Response chart using your lyrics below.

1. On the left hand side of the column, write down what personal qualities or events relevant to this particular song might influence your response?
Ex. where were you when you first heard the song?
2. On the right hand side of the column, write down textual features that will influence your response.
3. In the middle, this is your chance to connect the two ideas.

Reader Response and Your Lyrics

Context

(What factors surrounding my reading of the song are influencing my response?)

Reader ()

Your name

(What personal qualities or
events relevant to this particular
text might influence my response?)

Meaning

Text ("Invincible" by Hedley)

(What textual features might
influence my response?)

Context (connect the two concepts)

- Strength in weakness
- Determination
- Rough day
- Alone
- Sitting in my room, listening to the cd
- Laying on the floor looking at the ceiling
- Midpoint of grade 12 year

The first time I heard the lyrics, I was having a really rough day. By just sitting there in my bedroom listening to the song play over and over, I became aware of what the song was actually saying. When the song started, I remember getting this warm, tingling feeling inside. After the terrible day that I had, this song gave me so much hope, and for the first time all year I finally felt like I could accomplish something.

- "lost my way, oh I was fighting
the tide. Big black clouds..."
- the smoothness of the words
"so heartless, so selfish, so in
darkness"
- repetition of "Invincible"
- upbeat tone near chorus

Reader Response and Your Lyrics

Context

(What factors surrounding my reading of the song are influencing my response?)

Reader ()

Your name

(What personal qualities or
events relevant to this particular
book might influence my response?)

Meaning

Context (connect the two concepts)

Text

(What textual features might
influence my response?)

Comparative Analysis of "Universal Soldier" and "Heroes"

During class, students will be listening closely to two songs played in class. The first song, "Universal Soldier" by Buffy Sainte-Marie, was a song produced in 1964 in response to the Vietnam War. The second song, "Heroes" by Wab Kinew, was produced in 2009 and focuses on heroes in the Aboriginal community.

Comparative Analysis Due: Tuesday, March 26th. 2013.

You will be completing a 1-2 page comparative analysis of these two Canadian Aboriginal artists: Buffy Sainte-Marie and Wab Kinew. These responses should be typed, double-spaced, 12 point, Times New Roman font or neatly written. Please hand in complete sentences, not jot notes. The response should answer the question: ***Is this song poetry and why? (2 marks)***

Here are some questions that must be answered in your response:

1. What was your initial reaction to each song? How can you relate to this song? (1 mark)
2. How does listening to "Universal Soldier" with lyrics change your perception of what you are listening to versus "Heroes" where no lyrics were provided? (2 marks)
3. What do the lyrics *say* on a literal level? Consider the word choice, melodic voice versus rap, and tone of the song. (1 mark)
4. What are some major issues or problems each artist refers to within their music? (1 mark)
5. What do you think is the *meaning* behind each artist's music? (1 mark)
6. What was happening in the time each artist produced their song that could have influenced their lyrics? (Ex. Vietnam War for Buffy Sainte-Marie. What is happening right now that influenced Wab Kinew? Think of some things happening in the news right now!). (2 marks)

Upon Seeing an Orange: Examples of Reading through a Critical Lens

Reader Response theory asks: What does the orange taste like?
What does the orange remind us of?

Gender Theory asks: What possibilities are available to a woman who eats this orange? To a man?

Social Class theory asks: Who owns the orange? Who gets to eat it?

Post colonialism asks: Who doesn't own the orange? Who took the orange away?

"To Autumn" by William Keats (Reader's Response)

1. Read the poem aloud to your group.
2. **What does it say:** write down your initial reactions to the poem? What does the poem mean on a literal level?
3. **What does it mean?:** What is the message of the poem? How can you tell? Pick examples from the poem.
4. **What does it matter?** What does this poem remind you of? How can you relate to this poem? Can you connect this poem to any other literature, life event, class, etc.?
 - a. Have each person list the personal qualities, personal experiences, or both, that are relevant to the poem.
 - b. Have each person underline lines that are particularly relevant to those personal experiences.
5. Have each person in the group complete the following sentence:
Based on my own reading, I think the poem means...
Because...
6. Pick a reporter to summarize your group's finding.

"Annabel Lee" by Edgar Allan Poe (Gender)

Before

1. Look at the title of the poem. Predict what you think the poem will be about. (START)
 - a. Contrast the female name in the title to the male writer—what could this say about "Annabel Lee"?

During

2. Circle any words that are unusual or you may not know what they are. Look up the definitions. (START)
3. Pay attention to punctuation: does the author utilize hyphens, quotations, parentheses, italics, etc. What could be the significance of using such tools? (SYNTAX)

After

4. In one or two sentences, summarize what happened in the poem. (SITUATION)
5. Who is the speaker? What is the gender of the speaker? (SPEAKER)
6. What is the tone of the poem? (SPEAKER)
7. What literary devices are used in this poem? Choose four examples from the text to support your answer.

Applying Gender Theory

8. Imagine the physical appearance of Annabel Lee based on images that arise in the poem. Do these images reinforce or undermine sexual stereotypes?
9. Think about the gender of the speaker. Is the speaker male or female? Does this reinforce or undermine sexual stereotypes?
10. Which gender has power in this poem?
11. Do you think your gender affects your response to the text? Does the gender of the author affect how literature is written?

"Sonnet 43" by Elizabeth Barrett Browning (Gender)

During

1. Pay attention to punctuation: does the author utilize hyphens, quotations, parentheses, italics, capitals, etc. What could be the significance of using such tools? (SYNTAX)
2. Look at the rhyme scheme: octave is first eight lines, sestet is last six lines. What is the rhyme scheme? (SYNTAX)

After

3. In one or two sentences, summarize what is happening in the poem. What is the theme of the poem? (SITUATION)
4. Who is the speaker? What is the gender of the speaker? How do you know?
5. What is the tone of the poem? (SPEAKER)
6. What literary devices are used in this poem? Choose two examples from the text to support your answer.

Applying Gender Theory

7. Think about the gender of the speaker. Could the speaker be male or female?
8. In response to question five, how does this reinforce or undermine sexual stereotypes?
9. Is the language "gendered"?

Deeper Thought

10. Do you think your gender affects your response to the text? Does the gender of the author affect how literature is written?
11. Can feminist or gender lens be useful in everyday life? Provide some examples of where you can apply the gender lens.
 - a. Music videos, music lyrics, newspapers

"Housewife" by Susan Fromberg Schaeffer (Gender)

1. Look at the title of the poem. Write down any images you see when you hear the word housewife. What stereotypes are common with the title?
2. What is the tone of the poem? (SPEAKER)
3. Referring to the various metaphors and similes, tell how the housewife feels about herself and others. What makes her feel this way? (SYMBOL)
4. What patterns are repeated in this housewife's life? (SITUATION)
5. Comment on the symbolic significance of the following:
 - a. "the house of dolls" (stanza 2)
 - b. "the shrinkage in each bone" (stanza 3)

- c. The stone image (stanza 4)
- d. The broken bottles (stanza 5)
- e. "this hole, this bone" (stanza 6)
- f. "Wanting the book that no one wrote" (stanza 7)
- g. The final two questions in the poem

6. Have you seen any movies or read novels that present the same or similar viewpoints?

Applying Gender Theory

- 7. Are there patterns in the lives of housewives and working husbands? Comment. (SITUATION) Do these images in the poem reinforce or undermine gender stereotypes?
- 8. Explain which gender has power in this poem. Provide clues from the text to back up your answer.

"Birches" by Robert Browning (Gender)

Before

- 1. Look at the title of the poem. Predict what you think the poem will be about.

During

- 2. Circle any words that are unusual or you may not know what they are. Look up the definitions (START)
 - a. Define enamel, bracken, and subdue.
- 3. Pay attention to punctuation: does the author utilize hyphens, quotations, parentheses, italics, etc. What could be the significance of using such tools in this poem? (SYNTAX)
- 4. In one or two sentences, summarize what is happening in the poem. What is the theme of the poem? (SITUATION)
- 5. Who is the speaker? What is the gender of the speaker? How do you know? (SPEAKER)
- 6. What is the tone of the poem? (SPEAKER)
- 7. What literary devices are used in this poem? Choose three examples from the text to support your answer.
- 8. What does this poem say about childhood and youth? Nature?

Applying Gender Theory

- 9. How can "Birches" be applied to a gender lens? Create three questions for your classmates to answer using the Gender Theory Lens.

"My Last Duchess"- Robert Browning (Social Class)

- 1. Pair up and create a T-chart with two headings: "What does it say?" and "What does the poem mean?"

What does the poem say (literal level)? What does the poem not say? Consider these questions:

- 2. Who is the speaker of the dramatic monologue? What is he like?
- 3. Who was Fra Pandolf? How can you tell?
- 4. What is the "spot of joy"? how does the speaker account for it?
- 5. What was the Duchess like? What happened to her?
- 6. Who is the "you" of the poem? Why is he with the speaker?
- 7. *What does the poem mean?*
- 8. Use gender and social lens to analyze the poem's meaning in two different ways. Consider the questions we have discussed in previous classes regarding the lenses.
- 9. *What does it matter?* This is your chance to make connections with your world. Why does your reading of the poem matter?

"Stopping by the Woods on a Snowy Evening"- Robert Frost (Social Class)

- 1. Who is the speaker of the poem? Can you identify gender and social class?
- 2. Identify the rhyme scheme in the poem. What does the shift signify?
- 3. Does the poet make any significant syntax choices? Identify and give significant of.
- 4. Why did the speaker decided to use sensory imagery and personification to describe the world around him? Give an example of:
 - a. Sight:
 - b. Touch:

- c. Sound:
- d. Personification:

Applying Social Lens

- 5. Who has the power/ money? Who does not? What happens as a result?
- 6. How does the literature reveal economic, class, and ideological determinants?
- 7. Draw connections between "Stopping by the Woods on a Snowy Evening" and our current society.
- 8. How does the text reproduce certain social beliefs and practices?

"Richard Cory"- Edward Arlington Robinson (Social Class)

- 1. Who is the "we" in the poem? (Identify the speaker)
- 2. Describe Richard Cory. Pull examples from the poems.
- 3. Define:
 - a. Imperial:
 - b. Arrayed:
- 4. Why was "Richard Cory" unhappy?
- 5. What is the speaker's tone?
- 6. Was the ending foreshadowed in previous stanzas?

Applying Social Lens

- 7. Explore the way different groups of people are represented in the texts.
- 8. Who is perceived to have power? Who does not? What happens as a result?
- 9. What does this say about society in this era? Could this say anything about our society now?

"To a Poor Old Woman"- William Carlos Williams (Social Class)

Before

- 1. What does the title reveal about the poem? Why is it "To a Poor Old Woman"?
- 2. Paraphrase what is happening in the poem.
- 3. Give the significance of the following: (how does it add meaning to the poem?) (think about your perspective, the speaker's perspective, and the poor old woman's perspective)
 - a. "They taste good to her/ they taste good/ to her/ They taste/ good to her"
 - b. Lack of punctuation
 - c. No capitalization of first word, but capitalizing "They" and first letter of every other stanza.
- 4. Revisit the title. After reading the poem, how does your perception change? Would you have known the woman was "poor and old" had that not been in the title?

Applying Social Lens

- 5. How does the text itself reproduce certain social beliefs and practices?
- 6. Analyze the social effect of the literary work? (How do you think people from upper, middle, and lower class would respond to this text?)

Post-Colonial Questions on Annharte's "One Way to Keep Track of Who is Talking"

- 1. Define post colonialism in your own words.
- 2. Does Annharte's poem reinforce or undermine colonialist ideology through its representation of colonization, and/or its inappropriate silence about colonized people?
- 3. How does Annharte's poem represent various aspects of colonial oppression?
- 4. What does the text reveal about the problems of post-colonial identity, including the relationship between personal and cultural identity?
- 5. How are the Aboriginal people described by Annharte?
- 6. What does the text reveal about power? What does it reveal about anti-colonialist resistance?

"Indian Woman" by Jeannette Armstrong (Postcolonial)—Group

1. Choose one passage or phrase that really stood out to you or was thought-provoking.
2. Looking at the different language (vocabulary) which Armstrong uses during the first half of the poem in comparison to the word choice she uses in the second half, what effect does this have on the reader?
3. When does the speaker's voice change or shift?
4. What causes this shift in the speaker's voice?
5. Consider the images of "Other" or processes of "Othering" that are present in the text. How are these "Others" portrayed?
6. Examine the ways in which Armstrong structures her poem. What is the significance of doing so?
7. Who has the power in the beginning? Who has the power in the end? (Think gender, social class, and postcolonial now).

"Casualties" by George Elliott Clarke (Postcolonial)

1. When you hear the title of the poem, what images come to mind?
2. Consider the author's background (Africadian). Does this influence your reading of a post-colonial text?
3. What is the poem about? What is the message or theme the speaker wants the readers to receive?
4. Although it may not be direct in the poem, who can we infer has the power?
5. "The first casualty of war is language." Do you agree or disagree? Provide historical or current examples.
6. How is this postcolonial text? Explain.

"I Lost my Talk" by Rita Joe (Postcolonial)

Before

1. Consider the title. Predict what the poem is about.

After

2. What affect has colonization had on the speaker?
3. How is the process of colonization portrayed?
4. Who is "you" the speaker refers to?
5. What does the speaker mean by "two ways I talk"?
6. Examine the final stanza. State its significance.
7. What is the mood of the poem?
8. What does this text reveal about power? Society? How does the text deal with cultural conflicts between colonizing culture and the colonized or traditional culture?

"History Lesson": By Jeannette Armstrong

	Reader's Response Lens	Gender/ Feminist Lens	Social Class/ Marxist Lens	Post-Colonial Lens
Citation of a specific textual passage that supports this kind of reading (give examples from the poem)				
List at least two incidents that support this kind of reading (real-world connections)				
If you look through this lens, what themes/ <u>issues</u> emerge?				
What symbols do you see?				

Do you believe in this reading of the poem? Why or why not?

If you look through this lens, what questions emerge?

Additional

Rubric for "History Lesson" Jigsaw Activity

	4	3	2	1
Comprehension of Poetry (6S Strategy; 1, 3, 4,)	Demonstrates a clear, complete understanding of the poem and critical lens. The student's "teachings" makes a clear and insightful point about the incident or event that other students can use. Development of the theme is thorough and complete with discussion.	Demonstrates a clear understanding of the poem and critical lens. The student's "teachings" makes a point about the incident or event that other students can use. Development of the theme occurs with discussion.	Demonstrates a basic understanding of the poem and critical lens. The student's "teachings" makes a point about the incident or event that other students can use, but isn't always clear. Development of theme is minimal.	Does not understand how to use the tools (6S Strategy and critical lens) to read the poem. The student's "teachings" makes no point about the incident or event that other students can use. No supported themes/ideas.
Connections (2)	Student makes at least three real world connections—local, national, and global to the poem and critical lens studied. Has completed additional work to connect this poem to the world around them, and attaching connections to the chart.	Student makes two real world connections—local, national, or global to the poem and critical lens. Student has completed some additional work to connect this poem to the world around them, and attached connections to the chart.	Student makes one real world connection—local, national, or global to the poem and critical lens. Student has completed minimal work to connect this poem to the world around them and/ or did not attach connections to the chart.	Students have made no real world connections. Lack of effort evident.
Opinion (5)	Students have contributed their opinion when reading the poem through their critical lens, became a leader in their group discussions without dominating. MUST: Respects each individuals opinion and contributes to a safe environment.	Students have regularly contributed their opinion when reading the poem through their critical lens. MUST: Respects each individuals opinion and contributes to a safe environment.	Students have minimally contributed their opinion when reading the poem through their critical lens. MUST: Respects each individuals opinion and contributes to a safe environment.	Students have not contributed to discussions. MUST: Respects each individuals opinion and contributes to a safe environment.
Question/ Answers (6)	Questions developed covers three stages of Bloom's Taxonomy. Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Questions developed cover three stages of Bloom's Taxonomy. Student volunteers once or twice and willingly tries to all questions s/he is asked.	Questions developed covers two stages of Bloom's Taxonomy. Student does not volunteer answers, but willing tries to answer questions s/he is asked.	Questions developed covers one stage of Bloom's Taxonomy. Student does not willingly participate.
Completion of Chart	Chart is fully completed with minimal spelling errors. Writing is legible and clear enough to read.	The majority of the chart is completed with few spelling errors. Writing is legible and clear enough to read.	There are many blank spots throughout the chart. What is completed has many spelling errors. Writing is not legible or clear enough to read.	The chart is not filled out.
			TOTAL:	/20 Please read Comments on the back.