

<b>Multiliteracy Project Lesson Plan</b>	
<b>Teacher Candidates: Susmita, Sanhka, Wuqiu</b>	
<b>Lesson Title:</b> Poetry Appreciation	<b>Date:</b> March 19, 2024
<b>Grade Level:</b> 9	<b>Subject:</b> English
<b>Topic:</b> Ways of Appreciation Poems	<b>Length of Period:</b> 75 minutes
<b>Lesson Plan Description:</b> Students will be put into groups and work at 3 poetry stations where they will be given resources to appreciating a poem with prompts that target at 3 modalities/learning styles. Students will spend 15 minutes at each station.	
<b>key words:</b> Poetry Stations; Visual; Literary Devices; Social Justice	
<b>General Expectations for the Curriculum</b>	
Developing the knowledge and skills that will enable students to become effective readers. Grasping the ideas communicated in a text and apply them in new contexts. Be able to think clearly, creatively, and critically about the ideas and information encountered in texts in order to understand, analyse, and absorb them and to recognize their relevance in other contexts. Students can develop the skills necessary to become effective readers by applying a range of comprehension strategies as they read and by reading a wide variety of texts. It is also important that they read a range of materials that illustrate the many uses of writing. By reading widely, students will develop a richer vocabulary and become more attuned to the conventions of written language.	
<b>Specific Expectations and Success Criteria</b>	
<ol style="list-style-type: none"> <li>1. Able to use several different reading comprehension strategies before, during, and after reading to understand both simple and complex poems.</li> <li>2. Able to identify different rhyme schemes of poems.</li> <li>3. Able to identify different figures of speech in a poem.</li> <li>4. Able to identify various images in a poem.</li> <li>5. Sensitive to the social justice elements in a poem.</li> <li>6. Demonstrating the ability to critically evaluate and respond to poetry, including expressing personal interpretations, reactions, and insights, while also considering the perspectives of other readers and literary critics.</li> <li>7. Capable of articulating connections between poetry and other forms of literature, art, music, and cultural expressions, demonstrating an interdisciplinary approach to the study and appreciation of poetry.</li> </ol>	
<b>Considerations for Planning</b>	
<p>Prior Knowledge:</p> <ol style="list-style-type: none"> <li>1. Students have basic English reading and writing skills.</li> <li>2. Students have basic knowledge of the elements of a poem, poetic conventions, and literary devices.</li> <li>3. Students have examined traditional forms of poetry.</li> </ol>	
<b>Resources/Materials</b>	
<p>Students: Paper, Pencils, Color Pencils/Crayons, and Laptops/Tablets/Cellphones</p> <p>Teacher: Laptop, Projector, Projector screen/smartboard/whiteboard, speakers. Poem "Stopping by Woods in a Snowy Evening" (Appendix A). Poem "The Chimney Sweeper: When my mother died I was very young" (Appendix B). Table of Literary Devices (Appendix C). Table of Social Justice Debate (Appendix D). The Station Introduction Video (Appendix E)</p>	

### Three Part Lesson

#### Introduction: Multiliteracies Slideshow (10 minutes)

1. The multiliteracies slideshow presentation will be shown to students as a means of introducing them to the poetry stations.
2. This slideshow will walk through all the activities with examples for different approaches/multimodalities to appreciate a poem.

#### Body of lesson: Poetry Stations (45 minutes)

Students will be divided into 3 groups. As a group, they will rotate among the 3 poetry stations.

##### **Station 1: Visual Station (15 minutes)**

First, students read the poem themselves and draw and color 4 mini pictures that encapsulate all the elements in each stanza. This activity can help students conceptualize a broader image about the poem in their minds which will facilitate an easier understanding of the scenario. Once done, students move to the next station. In the end, these pictures can be compared with those of the fellow students' in class.

##### **Station 2: Literary Devices Station (15 minutes)**

1. Students will be given a piece of paper and a table with blanks.
2. Students will be asked to fill in the blanks in the table (Table will be found in Appendix C)
3. Students of different groups can compare notes after the rotating of the station

##### **Station 3: Social Justice Station (15 minutes)**

1. In respective groups, students identify the social justice elements in the poem by discussing among themselves.
2. They divide themselves into two teams: proposition teams and opposition team.
3. They use the topic "Does William Blake's 'The Chimney Sweeper' effectively highlight the injustice of child labor during the Industrial Revolution or not?" to debate.
4. After the debate students compare and contrast their points by writing them down on the table provided.

#### Conclusion/Consolidation/Reflection (15 minutes)

Following the stations, the teacher will ask each group to share their respective achievement, based on their work in each of the stations, so that students can engage in meaningful discussions by agreeing or disagreeing with each other's ideas/standings, or comparing notes on their visualization of the poem. Since a poem can be interpreted through multiple perspectives, this reflection can be a good sum-up exercise to enrich the student-centered approach and their understanding of the multiliteracy possibilities.

### Appendix

Appendix A: Poem "Stopping by Woods in a Snowy Evening"

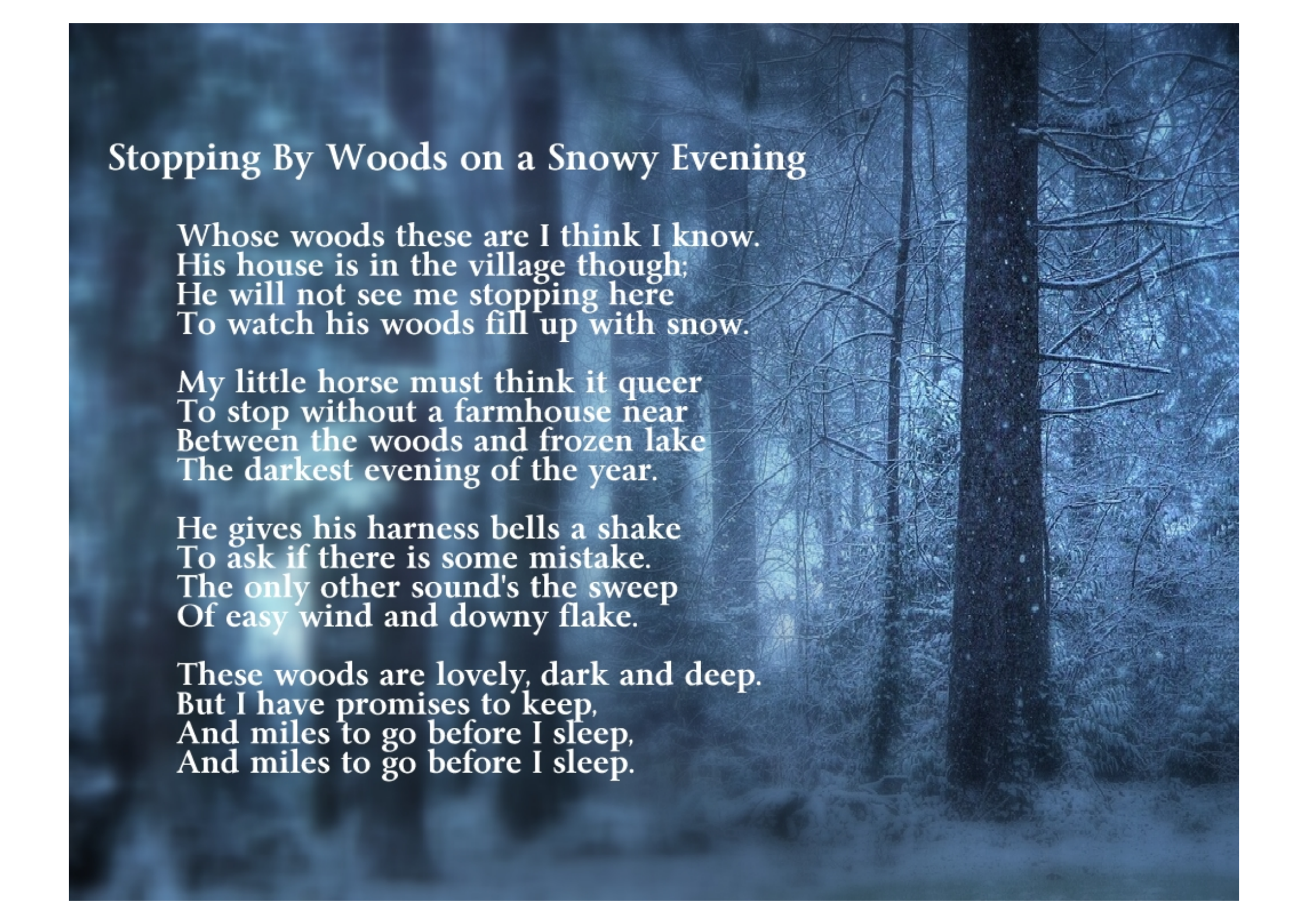
Appendix B: Poem "The Chimney Sweeper"

Appendix C: Table of Literary Devices

Appendix D: Table of Social Justice Debate

Appendix E: The introduction Video





## Stopping By Woods on a Snowy Evening

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

These woods are lovely, dark and deep.  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

## The Chimney Sweeper (songs Of Innocence )

When my mother died I was very young,  
And my father sold me while yet my tongue,  
Could scarcely cry weep weep weep weep,  
So your chimneys I sweep & in soot I sleep.

Theres little Tom Dacre, who cried when his head  
That curled like a lambs back was shav'd, so I said.  
Hush Tom never mind it, for when your head's bare,  
You know that the soot cannot spoil your white hair

And so he was quiet. & that very night.  
As Tom was a sleeping he had such a sight  
That thousands of sweepers Dick, Joe, Ned, & Jack  
Were all of them lock'd up in coffins of black,

And by came an Angel who had a bright key  
And he open'd the coffins & set them all free.  
Then down a green plain leaping laughing they run  
And wash in a river and shine in the Sun.

Then naked & white, all their bags left behind.  
They rise upon clouds, and sport in the wind.  
And the Angel told Tom, if he'd be a good boy,  
He'd have God for his father & never want joy.

And so Tom awoke and we rose in the dark  
And got with our bags & our brushes to work.  
Tho' the morning was cold, Tom was happy & warm  
So if all do their duty, they need not fear harm.



William Blake

	Rhyme scheme	Figure of speech	imagery	other
First stanza				
Second stanza				
Third stanza				
Fourth stanza				
Fifth stanza				
Sixth stanza				



## Materials Used for Social Justice station

After the debate, discuss with your group and fill in the following table.

<b>Proposition</b>	<b>Opposition</b>