**Lesson Plan**

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| **Engaging with Multiliteracies to Deepen Understandings of Historical Events and Social Justice** | |
| **Subject/Course:** English, Grade 10 (ENG2D) | **Teachers:** Max Dent, Kendra Hart, Abigail Murray, Brooke Samms, Ashley West |
| **Grade Level:** Grade 10 | **Date(s) & Time(s):** N/A |
| **Topic:** The Underground Railway / Analyzing Media and Children’s Literature | **Length:** 75 Minutes |
| **EXPECTATIONS** | |
| **Overall Expectations:** | **Specific Expectations:** |
| **Listening to Understand**: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.  **Reading for Meaning**: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.    **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.    **Understanding Media Texts:** demonstrate an understanding of a variety of media texts.    **Understanding Media Forms, Conventions, and Techniques**: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. | **Purpose: 1.1** Identify the purpose of a variety of listening tasks and set goals for specific tasks.  **Demonstrating Understanding of Content:** **1.3** identify the most important ideas and supporting details in texts, including increasingly complex texts.  **Extending Understanding of Texts**: **1.5** extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.  **Text Forms: 2.1** identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning.  **Purpose and Audience: 1.1** explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences.  **Form: 2.1** identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning. |
| **LEARNING GOALS AND SUCCESS CRITERIA** | |
| **Learning Goals:** | **Success Criteria:** |
| * Students will understand the significance of the North Star in relation to the Underground Railroad. * Students will demonstrate comprehension and critical thinking through an examination of the main ideas, settings, historical content, and literary strategies reflected within a short story. * Students will reflect on appropriate strategies for gearing writing towards different audiences. * Students will demonstrate insights related to how media and technology can support literary texts and learning experiences. * Students will participate in engaging classroom discussions to extend their understanding of a text with personal connections, insights, and reflections. * Students will demonstrate their understanding of a text by answering comprehension questions within the ‘*A Special Place’ Live Reading Companion.* | * I can use active listening skills to understand a multimodal text. * I can explain the significance of the North Star in relation to the Underground Railway. * I can demonstrate my inquiry and understanding by answering questions based on different literary and comprehension aspects within *A Special Place*. * I can engage in respectful, positive, and fruitful discussions with my peers to gain insights about media, audience, and the content of the short story *A Special Place.* |
| **ASSESSMENT/EVALUATION** | |
| **Curriculum**  Strategy:   * During this lesson, teachers will provide formative feedback as students engage in discussions. Additionally, the *Live Reading Companion* technical tool will provide students with immediate feedback on multiple-choice comprehension questions. Teachers can include written work throughout the lesson that may be collected for formative or summative assessment. Summative marks may also be given based on teacher’s observations of oral participation in discussions. * At the end of the unit, teachers may include a summative assessment that includes a writing piece (ie: create your own children’s book on a social justice issue) or a presentation. * This is an open-ended tool and lesson that allows teachers to choose which assessment strategies work best for their class.   **Learning Skills**  Skill(s):   * Independent work, collaboration, self-regulation, oral communication   Recording Devices:   * Checklists, Observation Notes * *Note:*   + *If a summative task is implemented at the conclusion of this unit, a rubric should be designed and used as an assessment guide.*   + *H5P, the technology used for the technological tool in this lesson, is an open-source software. Additionally, copyright allows for the tech tool to be reused, copied, and modified. If desired, teachers can edit the settings of the tech tool to receive assessment results should students complete the digital assessment tool individually instead of in groups.* | |
| **DIVERSITY AND INCLUSIVITY** | |
| All students with IEP’s will have their accommodations met.   * Modifications:   + Learning goals will be adjusted to reflect individual development goals, or a higher or lower-level curriculum for students who have identified exceptionalities that require modifications. * Accommodations:   + If a student is hard of hearing, teacher will wear an assistive listening device. Students with hearing difficulties will also be given the option to review the Live Listening Companion on a Chromebook using earbuds that are compatible with their hearing devices.   + If student benefits from assistive technology for written or oral work, they will be given options to utilize a Chromebook or personal devices with relevant software for written tasks. Alternatively, students may verbally engage with written prompts in a quiet discussion with the teacher. The teacher will conference with the student to determine their preference.   + The lesson is inclusive of diverse intelligences, as there are opportunities to engage in reading and writing, as well as listening, speaking, and engaging with visual prompts. Students will be able to engage with content in the ways that best suit their needs and strengths. * The teacher will utilize instructional strategies informed by culturally relevant pedagogies and critical literacy to best nurture students’ understanding of key topics while role modelling respect and establishing a culture of inclusivity. | |
| **LEARNING ENVIRONMENT (Physical Space)** | |
| * Students will be seated at their desks. For this activity, it would be best if all desks are facing forwards. Students will then be able to see the virtual tool concurrently with the teacher reading *A Special Place.* * The virtual tool will be projected onto the screen at the front of the classroom. * The lights will be turned off, if necessary. * The teacher is to stand in front of the class to deliver their lesson. | |
| **RESOURCES AND MATERIALS** | |
| **Resource List:**   * *‘A Special Place’* *Live Reading Companion* * A physical copy of *A Special Place* or a PDF or online viewing link. * A computer, projector, and screen. * Paper and pencils. | **Important Links:**  *‘A Special Place’* *Live Reading Companion*  <https://h5pstudio.ecampusontario.ca/content/59583>  *A Special Place* Text (Options for Online Viewing)  Flipbook:  [*https://online.fliphtml5.com/rcwvu/scqw/#p=1*](https://online.fliphtml5.com/rcwvu/scqw/#p=1)  Canva:  <https://www.canva.com/design/DAFxn0r6JvA/RgrAu7ruwZwROfISqJs_PQ/view?utm_content=DAFxn0r6JvA&utm_campaign=designshare&utm_medium=link&utm_source=editor> |
| **TEACHING/LEARNING SEQUENCE** | |
| **Beginning***/Activation: 10 minutes* | |
| * Consequently, students will enter this lesson with a strong comprehension of what the Underground Railway was, which will help while reading *A Special Place*. * At the beginning of this lesson, review key concepts related to the Underground Railway, and introduce the concept of the North Star.   + The teacher will ask students about their prior knowledge of the North Star   + The teacher will explain the following concepts to students in a brief lecture:     - The North Star stays in the same place at night.     - The North Star is the brightest star.     - The North Star is one star that is important to many North American culture groups. * The teacher will then introduce *A Special Place* to the students. * The teacher should establish behavioral expectations because of the intense and possibly sensitive topic matter of the story. Teacher will give a content warning and explain why we are reading the story and learning about this topic.   + We are exploring this text because it is important to recognize that throughout history, literature has played an important role in sharing ideas that lead to liberation and societal progress. We must know about history to learn from it.   + Many writers take on important, sensitive, or controversial topics. Some of the most important writing in the world falls into this category. When dealing with sensitive or challenging topics, authors must be strategic in adjusting their approach for their audience. * The teacher will then explain the ‘*A Special Place’ Live Reading Companion* that will be used during the reading of the story. This multimodal tool will guide educational discussions about the story. Things to go over include how this will immerse the class into the story through sounds and visuals and that there will be questions after various pages. * Ensure students are aware of the learning activities and discussion prompts throughout the story. Reiterate that there will be elements of both discussion-based and written-based work while reading the story. | |
| **Middle***/Action/Application/Exploration: 60 minutes* | |
| * Start reading the story out loud to students and playing the *Live Reading Companion* concurrently. * The first video connects to the first page of the story (twinkling constellations in the night sky). The second video connects to the second page of the story (Stella wishing to be part of a constellation, a shooting star carrying her wish to Luna, Luna and Stella meeting for the first time). The third video connects to the third page of the story (Luna whisking Stella to Earth). * After the third page of the story, the first set of questions will occur. Have students answer within a class discussion. For the discussion-based questions, teacher can choose to do a quick-write or short answer response rather than a class discussion:  1. What is Stella’s main struggle in the story? (multiple choice) 2. Who Carried Stella’s wish to Luna? (multiple choice) 3. What special information does Luna have that will help Stella? (multiple choice) 4. Based on what you have read so far, what would an appropriate audience for this book? Why? (discussion or written-based) 5. Who might audience members relate to in this text? Why? (discussion or written-based) 6. Do you like the visuals and sounds from the digital tool to accompany the reading? Why or why not? (discussion or written-based)  * Once these questions are sufficiently answered, continue to the Middle Passage in 1765. Play the fourth video while reading the fourth and fifth pages of the story (a ship sailing through the night). * After the fifth page of the story, the second set of questions will occur. Have students answer within a class discussion. For the discussion-based questions, teacher can choose to do a quick-write or short answer response rather than a class discussion:  1. How did Stella assist the ship? (multiple choice) 2. What kind of ship did Stella and Luna see? (multiple choice) 3. Who does Stella feel sad for? (multiple choice) 4. What did Stella learn when Luna told her about the ship? (multiple choice) 5. Now that you have heard more of the story, has your opinion about what audience it would be appropriate for changed? Why or why not? (discussion or written-based) 6. How did the visuals and audio sound in the digital tool change the way you experienced the part of the story with the ship? (discussion or written-based)  * Once these questions are sufficiently answered however the teacher sees fit, continue to Alabama in 1835. * The fifth video connects with pages six, seven, eight, and nine (Luna and Stella viewing a field from above). The sixth video connects with page seven (Stella realizing that she is a guiding compass in the night sky). * After the ninth page of the story, the third set of questions will occur:  1. What does ‘the drinking gourd’ refer to? (multiple choice) 2. What do the lyrics of the song that the man sings in the field reveal? (multiple choice) 3. Why is Stella feeling jealous of the sun? (multiple choice) 4. What is the significance of the drinking gourd song? What was the function of songs like this in history? (discussion or written-based) 5. Why do you think that Luna wanted to show Stella the drinking gourd song? (discussion or written-based) 6. How is Stella’s connection to the ship at sea and the people in the field similar? How is it different? (discussion or written-based) 7. How did hearing some of the songs impact how you experienced this part of the story? (discussion or written-based)  * Once these questions are sufficiently answered however the teacher sees fit, continue to the forest in 1845. * The seventh video connects to pages ten and eleven of the story (the freedom seekers in the forest at night, and Stella realizing how important she is). * After the eleventh page of the story, the fourth set of questions will occur:  1. Who are the Freedom Seekers? (multiple choice) 2. Why are the Freedom Seekers watching Stella? (multiple choice) 3. What do you know about the historical events that are being discussed? (discussion or written-based) 4. Do you know any information about stars or their role in different cultures and histories? (discussion or written-based) 5. If you were to add some descriptions of other senses to the forest scene, what might you say about smells, tastes, and experiences related to the sense of touch? (discussion or written-based) 6. How does appealing to the senses in writing change how readers experience stories? (discussion or written-based)  * Once these questions are sufficiently answered however the teacher sees fit, continue to Windsor, Ontario in 2023. * The eighth video connects to the twelfth and thirteenth page of the story (Stella watching a little girl sing to her and make a wish). * After the thirteenth page of the story, the fifth set of questions will occur:  1. There are a few important main ideas in this story. What are they? (multiple choice) 2. Drag the words to the correct boxes (vocab list question)  * Once these questions are answered, read the last page of the story, and watch the last two videos. On the end screen, click on the prompt and discuss the following question:  1. What do you think about the way this story ended? Are there any problems with giving a story like this one a "happy ending"?     Once the story is finished, teachers can collect any written work that students have completed during the story for formative assessment. This tool is also a great way to collect oral participation marks.    Although many of the questions in the *Live Reading Companion* are discussion-based, teachers can adapt these questions to a plethora of different activities and assessment strategies, including but not limited to:   * A four corners debate. * Quick write / free write responses. * Practicing SEE paragraphs. * Journal writing. * Think, pair, share. * Independently writing down the answers to the multiple-choice questions. * Turn the comprehension questions into a gamified multiple choice such as Kahoot or Blooklet. * Turn a discussion question into a Mentimeter.   This resource is a very open-ended tool for teachers to interact with how they see fit to best suit their students and classroom. Students can show what they know in a multitude of different ways, allowing teachers to assess different Strands of the curriculum. | |
| **End/***Consolidation/Communication: 5 minutes* | |
| * The teacher will have students' hand in any written work completed during class. * If the class is unable to finish the story, the teacher will tell students that this lesson will continue the following instructional day. | |
| **REFLECTION** | |
| Teacher will add a brief reflection on what went well and what can improve with this plan after the lesson commences. This lesson will most likely take more than one instructional day; take your time and utilize the tech tool to assess students understanding of the story / literary elements. | |