

Bachelor of Education (Elementary) Mini-Lesson Plan

Lesson Title:	Character Autoposy	Lesson#	1	Date:	2021
			English	·	
			Language		
Name:	Hannah Parker	Subject:	Arts	Grade(s):	6/7 split

Rationale:

This lesson is important because it gets students involved with the spirit of Halloween, while conducting a character analysis. It creates a fun, spooky atmosphere while allowing students to critically think about the author's worldview and perspective.

Core Competencies:

core corripeterioles.		
Communication	Thinking	Personal & Social
Collaborating	Critical and Reflective Thinking	
This core competency is	This core competency is	
incorporated in the group work	incorporated by students	
where the groups are creating a	critically thinking about the main	
character autotopsy and students	character/speaker's worldview	
are building of each others ideas.	by looking at different body	
	parts (heart, brain, etc.).	

Big Ideas (Understand)

Exploring and sharing multiple perspectives extends our thinking.

Learning Standards *Cut and paste standards from the curriculum documents*

(DO) (KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
 Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts Understand how literary elements, techniques, and devices enhance and shape meaning 	Reading strategiesLiterary elementsLiteary devices

Instructional Objectives & Assessment:

Instructional Objectives (Students will be able to)	Assessment		
 Read a poem Critically think about the speaker/character's perspective 	Take your best go at this – You do not formally learn this until later in the term/program		
 Work with a group Create a character autopsy on a poster board Think about how tone, rhythm, and rhyme influence meaning and perspective of speaker/character 	 WHAT The groups character autopsy poster HOW Via Rubric (see page 5) 		

Prerequisite Concepts and Skills:

Students need to be able to read.

Students need to know how to work in groups effectively. Students need to somewhat know how to think critically.

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history and story.

• Story is a large part of the indigenous way of passing knowledge and by implementing stories in the classroom is one way of indigenizing the curriculum.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships, and a sense of place).

• This lesson implements a life event (Halloween) into the language arts class and by doing that it creates an experience for kids, especially as they do the character autopsy.

Universal Design for Learning (UDL):

<u>Take your best go at this – You do not formally learn this until later in the term/program</u>

This lesson is great for all types of students and learners. It creates a space for students that are auditory learners, because the teacher candidate will be reading the poem. But it also creates a space for students that are literary learners, because the students will follow along and read the poem while the teacher candidate reads. This lesson also incorporates all students as group work allows them to critically think together.

Differentiate Instruction (DI):

Take your best go at this - You do not formally learn this until later in the term/program

This lesson can be modified and adapted for students that need some differentiated instruction. Students with autism will work better in group work, than the classic lesson with students at desks and doing worksheets.

This lesson can use a timer to switch markers for the groups, so that each student in the group is getting a chance to draw, write, and display their opinions and thoughts on the poster.

Materials and Resources

Punch board (for grouping students)

Life Doesn't Frighten Me by Maya Angelou (15 copies) or Tell Tale Heart (print 15 copies)

Poster board (6 pieces)

Markers

Glue

Gloves (latex and non-latex)

Lantern

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"): Read a spooky poem Turn the lights down a tad Have a lantern at the front of the class Hand out copies of the poem to class (students will have to share with a partner beside them) Have the students turn to page 10 to follow along graphically to the poem or	 Students are sharing a copy of the poem with a classmate Students are listening and following along to the teacher reading the poem 	5 min

have them turn to page 24 to follow		
along just to the actual poem		
 Read the introduction to the class 		
Read the poem to the class		
D. I.		00.00
Body:		20-30 min
Discussion Ask students if they are excited for	 Students are listening to their fellow classmates and getting 	
 Ask students if they are excited for Halloween 	involved in discussion	
 Ask them if any of them are going trick 	involved in discussion	
or treating?		
What are they're costumes?		
Anyone else doing something different		
for Halloween?		
Character Autotopsy	 Students getting involved in 	
 Ask students if they know what an 	discussion	
autotopsy is?		
o Answer: how to find out how		
people passed away		
o Tell the students they are going		
to be doing a character autotopsy, finding out the		
character in the poem's		
worldview		
Tell the students you are going to		
divide them into 6 groups using a	 Students are coming up and 	
punch board	forming a line	
 Each group is going to be given a 	The students will punch the	
poster board	board and pull out a group	
They will trace an outline of the	name and find classmates that	
character's body	have the same group name	
Each group will be given a body part that the same will write the appropriate the		
that they will write the answer to the following questions (providing		
evidence from the text)	Students will work with their	Formative
Heart: What does the	group and create their	assessment:
speaker/character love? What	character's body outline and	Give
motivates them?	put the body parts and the	feedback
o Brain: What is the speaker's	answer questions in regards to	Remind students
thoughts and dreams?	the poem about those body	that
o Eyes: How does the speaker	parts	different
see the world?	 Students will use the poem to go back and forth for evidence 	literary
o Hands: What does the speaker hold dear to them?	to support their claims	devices
o Feet: Where have they walked	to oupport their oldino	impact the
and how has that affected		worldview
them?		Remind
o Belly: what is in their gut? Fear?		students to
Require that students include a		go back to
description in their own words AND		their poem for evidence
back up their autopsy results using		TOT CVIDENCE
text based details.		

Closure: Reflection		5 min
 Turn the lights back on Get the students attention Have each group explain what they said for the heart, the next group what they said about the hands etc. 	 Students are bringing their attention back to the teacher and the other groups Students in their groups are sharing their work 	

Organizational Strategies:

Students are sitting in their desks and sharing the poem with a partner as teacher reads the poem Students are working in groups to critically think about the character/speaker of poem Teacher candidate is getting students' attention by

- "put your hand on your head if you can hear me"
- "put your finger over your mouth if you can hear me"

Proactive, Positive Classroom Learning Environment Strategies:

Greet students as they come into the classroom

Get students excited about their groups with cool group names and the punch board group seperating tool (examples: ghosts, pumpkins, witch, vampires)

To ensure all students in the group are participating, have the students rotate the marker every 2 minutes

Turn the lights lower so that students can experience the Halloween spooky environment Give gloves to the students so they can feel like they are extracting their character 's worldview/perspective

Extensions:

Students could use their character autopsy's and have the groups prepare for a more formal presentation of their work. The groups describe each body part of their character and the evidence from the poem to support that.

Reflections (if necessary, continue on separate sheet):

To be completed

Criteria	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Graphics-Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.