

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):

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

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”): <u>Read a spooky poem</u> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<p>have them turn to page 24 to follow along just to the actual poem</p> <ul style="list-style-type: none"> • Read the introduction to the class • Read the poem to the class 		
<p>Body:</p> <p><u>Discussion</u></p> <ul style="list-style-type: none"> • Ask students if they are excited for Halloween • Ask them if any of them are going trick or treating? • What are they're costumes? • Anyone else doing something different for Halloween? <p><u>Character Autopsy</u></p> <ul style="list-style-type: none"> • Ask students if they know what an autopsy is? <ul style="list-style-type: none"> ○ Answer: how to find out how people passed away ○ Tell the students they are going to be doing a character autopsy, finding out the character in the poem's worldview • Tell the students you are going to divide them into 6 groups using a punch board • Each group is going to be given a poster board • They will trace an outline of the character's body • Each group will be given a body part that they will write the answer to the following questions (providing evidence from the text) <ul style="list-style-type: none"> ○ Heart: What does the speaker/character love? What motivates them? ○ Brain: What is the speaker's thoughts and dreams? ○ Eyes: How does the speaker see the world? ○ Hands: What does the speaker hold dear to them? ○ Feet: Where have they walked and how has that affected them? ○ Belly: what is in their gut? Fear? • Require that students include a description in their own words AND back up their autopsy results using text based details. 	<ul style="list-style-type: none"> • Students are listening to their fellow classmates and getting involved in discussion • Students getting involved in discussion • Students are coming up and forming a line • The students will punch the board and pull out a group name and find classmates that have the same group name • Students will work with their group and create their character's body outline and put the body parts and the answer questions in regards to the poem about those body parts • Students will use the poem to go back and forth for evidence to support their claims 	<p>20-30 min</p> <p>Formative assessment: Give feedback Remind students that different literary devices impact the worldview Remind students to go back to their poem for evidence</p>

<p>Closure: <u>Reflection</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Students are bringing their attention back to the teacher and the other groups • Students in their groups are sharing their work 	<p>5 min</p>
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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.