Lesson Plan

**Name: Caia Chiverton Date: November 18, 2018**

**Subject: English/Dance Grade: 6**

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| **Guiding Questions** (specific to this lesson): How is our identity influenced by others? |
| **Outcomes**: (What should students know, understand and be able to do as a result of this lesson?)

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| [**CP6.1**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=13&oc=19476) | Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender). |

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| [**CC6.1**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=32&oc=73828) | Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living). |

 | **Indicators** (Assessment Evidence): (What will students do to show what they have learned?) Use I can statements.Reflect on how movement and dance elements can be organized to convey meaning in dance (e.g., What messages or ideas does our movement or dance communicate to an audience about identity?).Represent ideas, opinions, and facts about identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences. |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)Peer InstructionPoem writingPresenting of ideas |
| **Instructional Strategies:** (specific strategies)BrainstormingPartner and small group work |
| **Adaptive Dimension: Differentiated Learning** (what adaptations in content, process, product and learning environment will be provided to meet diverse student needs?)Students who struggle with the concept of Haiku poems can just choose words that describe them and create actions for that. |
| **Materials Needed:**WhiteboardWriting utensilsPaperOpen space |
| **Learning Experiences:Set (10 min)**On the board I will create a word web with the words: “What/who influences my identity?”Students will give answers such as:* My friends
* My family
* Social Media
* Where I live
* My school
* My religion
* Movies/ tv shows
* YouTube
* Video Games

**Development ( 40 min)**Students will be given the instructions to create a short poem about themselves following the Haiku format.Haiku: 3 lines1st line is 5 syllables2nd line is 7 syllables3rd line is 5 syllablesIt can include their favorite sports, food, pets, anything that they can think of.Students will then be given a few minutes to create some type of actions that they will use to make their poem more interesting.Students will then be partnered up. Students will show their partner their poem and the actions they created. The maximum amount of movements allowed are **5**.As a partnership they will need to somehow compromise on actions or combine their actions in a way that demonstrates both poems. Maybe they choose a couple actions from one person and a couple from the other. Maybe they will be movements that combine both types of original movements together. Or maybe they will create all new movements.The important thing is that they come to a decision on **5 movements** that they practice and perform together.The partnership will then get together with another set of partners and become a group of 4. Students will show each other their actions they developed to combine their poems.Now as a group of four, they need to find a way to demonstrate all 4 poems. Is it possible? Again, they are only allowed to use a total of **5 movements**.Each group will then perform their actions for the entire class.**Closure ( 10 min)**Students will sit back down. Ask students whether the final piece they performed in a group was anything like the original piece they created.Was it challenging to maintain your own ideas when put in a group?Did you end up just compromising and losing your own identity to better fit with everyone else?This activity will help show students how easily influenced they can be by their peers and how their interests and ideas are likely a result of being influenced by those around them.Students will hand in their Haiku poems as an exit slip. |