

Subject/Grade: ELA 7/8 Lesson Title: Sketchnoting and Remembrance Day  
Teacher: Ian Bonnell

Stage 1: Identify Desired Results

**Outcome(s):**

**CR7.6**

Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.

**Indicator(s):**

- f) Summarize major ideas presented in printed texts.
- g) Recognize author's overall organization of ideas
- h) Recognize the author's use of language (formal, informal, colloquial) and significant elements and techniques and how they interact to create effects.

**Key Understandings: ('I Can' statements)**

I can understand and interpret poetry using my own sketchnoting.  
I can consider how John McCrae used language to convey meaning.

**Essential or Key Questions:**

- **How can I apply sketchnoting in my own learning as a different means to understand and interpret meaning?**

**Prerequisite Learning:**

- Students should be able to use strategies to construct meaning before (e.g., considering what they know and need to know about a topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

**Instructional Strategy(ies)**

- Observation
- Explanation
- Reading out-loud
- Presentation

Stage 2: Determine Evidence for Assessing Learning

**Formative:** Students will use a version of note-taking to demonstrate their understanding and interpretation of the famous poem, *In Flanders fields* by John McCrae.

**Stage 3: Build Learning Plan**

**Set (Engagement):** **Length of Time: 10 mins**

Discuss Remembrance Day and why it falls on 11/11.  
Discuss how it started and what it means today.  
Introduce John McCrae, who he is, and mention where Flanders fields exist.

**Development:**

**Length of Time: 40 mins**

- 1) Introduce Sketchnoting 5 mins
- 2) Watch the video about sketchnoting.  
[https://www.youtube.com/watch?v=gY9KdRfNN9w&list=RDQMasFwgoulfmw&start\\_radio=1](https://www.youtube.com/watch?v=gY9KdRfNN9w&list=RDQMasFwgoulfmw&start_radio=1)
  - a) It's unique to you. Others may not understand your notes.
  - b) Tell them how I used sketches to memorize vitamins in University.. 25 min
- 3) Ask the students to use sketchnoting to document their understanding of Flanders fields as I read it aloud. 5 mins
- 4) Ask if some of the students are willing to share their interpretation and sketchnotes. 5 mins
- 5) Allow the students to share any of their personal connections if they have relatives who served.

**Learning Closure:** **10 min**

**Length of Time:**

- 1) To take a more positive spin, I will tell the students that the military does more than just fight, and then show them a video of a Canadian Humanitarian mission in the Philippines.
- 2) Discuss some of the challenges of the mission and of the learning from the experience.
- 3) Review our learning of sketchnotes and how they could apply it everyday.

**Materials/Resources:**

- Op Renaissance video
- Youtube video about sketchnoting
- In Flanders fields poem

**Management Strategies:**

- Exchanging perspectives
- Call and response

**Safety Considerations:**

- If the students are upset with the discussion or material because of the depressing nature of the topic, be ready to add the Op Renaissance video earlier into the lesson.
- I have a dance video from Afghanistan as a way to cope with stress in difficult situations. Find the fun in everything.

**Stage 4: Reflection**

The lesson went well. It was the last class before the students had a 4-day weekend, so I think they were ready to go home. That said, they all participated and did a very good job of interpreting “In Flanders Fields,” and applying what they learned from Sketchnoting. I would add another component next time. I felt like I could have added 15 minutes to the lesson, but I wasn’t sure what else to add at that point.