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| **Module 1**  ELA A30  “Inconvenient Skin” Shane Koyczan |
| **Estimated Time:**  Teaching time: 15-20 minutes  Work time: Remaining class time – 40 minutes |
| **Goal of Module:**   * Focus on identifying key elements in literature   + Implied   + Author’s purpose: Inform, Persuade, Describe, Entertain   + Analyze for meaning   + Reflect on historical events in Canada – create connections between text and fact * Pre-teaching of concepts will have happened |
| **Introduction of Lesson:**   * Students will begin by logging in to their devices and joining the [Quizzizz](https://quizizz.com/admin/presentation/63e015e50386cf001d510c52?source=lesson_share) lesson. * Through the lesson, students will view the [YouTube video](https://www.youtube.com/watch?v=ZXTTTj1zYHQ) of the poem and respond through the Quizzizz lesson. * Each question (3 total) has a 2-minute timing, but this can be cut down as students respond. * At the end, students will go to the Padlet, where they will choose lines/stanzas from the poem to analyze, based on the questions provided.   + Lines/Stanzas can be selected one by one, or can be drawn out of a hat to avoid repetition and to make sure the entire poem gets analysis * Students will then work to create their own analysis, and then to respond to classmates   + An example is posted, students will discuss with teacher evaluation of the post – what could be improved?   + Work to co-construct a response together that would be appropriate |
| **Assessment:**   * *Formative Assessment* – Throughout the Quizzizz lesson, students will respond to questions, to check for comprehension and to gauge their understanding of the topic/concepts.   + You can go back and review individual student responses within Quizzizz which is a nice feature * *Summative Assessment* – Work completed by students will be evaluated based on a rubric created on the Google Classroom for their contributions to the [Padlet](https://padlet.com/shayna_zubko/inconvenient-skin-by-shane-koyczan-zeu3ln3tptzldnrd) discussion.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | * Author’s Purpose (2) | * Meaning (2) | * Event(s) Identified (4) | * Change in Canada? (2) | * Responses to Classmates (5) | |
| **Next Steps:**  This lesson will move us towards our next look at the scandalous/dark side of Canada’s history. We will dig deeper into some of the other scandals of the past and then students will work on a panel discussion/debate that includes a research paper on Canada’s past transgressions. |