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| **Module 1**ELA A30 “Inconvenient Skin” Shane Koyczan |
| **Estimated Time:** Teaching time: 15-20 minutesWork 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
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| **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
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| **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.

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| * Author’s Purpose (2)
 | * Meaning (2)
 | * Event(s) Identified (4)
 | * Change in Canada? (2)
 | * Responses to Classmates (5)
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| **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.  |