

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Poetry: Indigenous Inspired Acrostic Recognition & Creation
Lesson #: 3
Date: December 10, 2024
Name: Lesson Plan for Indigenous Inspired Acrostic Poetry
Subject: English Language Arts
Grade(s): 3

Rationale:

This lesson is important because it allows a way for students to express themselves in written storytelling that practices using indigenous subjects as descriptive lines in a sequential way to further develop a main indigenous subject or idea. It gives students a venue for communicating complex ideas from their perspective on indigenous ways requiring deep and critical thinking plus memory accessing.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Communicating Focusing on intent and purpose - Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact. I communicate clearly and purposefully, using a variety of forms appropriately. I share my ideas and try to connect them with others' ideas. I am an active listener – I make connections and ask clarifying and extending questions when appropriate 	<ul style="list-style-type: none"> Creative Thinking Evaluating and developing - Students reflect on their creative ideas in order to decide which ones to develop. They consider whether their idea would ultimately support the well-being of self, community, and the land. They do this with a sense of place and taking into consideration unintended consequences for other living things and our planet I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials. I can get new ideas to create new things or solve straightforward problems 	<ul style="list-style-type: none"> Social Awareness and Responsibility Valuing diversity - Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies commitment to developing positive communities I can take purposeful action to support others and the environment. I demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer

Big Ideas (Understand)

- Language and story can be a source of creativity and joy.
- Stories and other texts help us learn about ourselves, our families, and our communities.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Show awareness of how story in First Peoples cultures connects people to family and community • Make connections between ideas from a variety of sources and prior knowledge to build understanding 	<ul style="list-style-type: none"> • Legible handwriting • Literary elements and devices – poetic language and imagery

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Create a simple indigenous inspired acrostic poem on the template provided • Select one of the grandfather teachings to use as their acrostic poem base • Apply words to their chosen grandfather teaching to build an acrostic poem from an indigenous perspective using terms from their culture • Illustrate their acrostic poem on the template provided 	<ul style="list-style-type: none"> • The teacher will move around the room to answer questions and give suggestions to students that need inspiration/ideas • The teacher will observe the students as to how well they are working on their assignment • Students choose one of the grandfather teachings to use as their main vertical word to build their acrostic poem from • Student legibly added their name to their paper provided (complete/incomplete) • Student completed an acrostic poem from one of the grandfather teachings correctly as directed and has illustrated their poem (proficient)

Prerequisite Concepts and Skills:

Students need to be able to sit and listen to examples of acrostic poems without disrupting the class. Students need to be able to write coherent words pertaining to indigenous culture to tell their story by poem.

Indigenous Connections/ First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectiveness, on reciprocal relationships, and a sense of place). By reflecting on indigenous ways of life, the grandfather teachings, and the medicine wheel, students will gain further understanding as to how indigenous people lived throughout history and how their influences are all around us. By recognizing nature and their own place in the world, students will gain a sense of self and how they can be a positive part of keeping the earth healthy.

Learning is embedded in memory, history, and story. Students will learn how important it is to have meaning in story including those told through a poetry lens in expressing emotions and feelings. Indigenous poems are powerful illustrations of how feelings can be transferred through storytelling invoking reactions of its readers and an outlet for writers to express emotions, thoughts, and feelings.

Universal Design for Learning (UDL):

- The teacher will add this lesson onto the daily agenda on the board so that all students know when it is happening so there are no surprises
- Multiple visuals and text will be used, including a colourful presentation format with pictures, and multiple examples (including non-examples)
- Expectations for the final product will be displayed on the screen for the duration of the class and the teacher will be available for questions
- Students will be asked to illustrate their poems once they are complete, which makes this activity accessible and more relatable to a wider variety of students' interests and abilities using both written and visual. Adjustments can be made for students that need them, including the teacher choosing a simple word and asking for one word to represent their acrostic poem. For advanced students, complete sentences could be requested or doing more than one poem for an increased challenge.
- Providing a sense of belonging for all students – Making sure the classroom is comfortable, calm, welcoming, and the teacher explains everything very thoroughly so that all students understand, and they know that they have support with the assignment when needed (from Katz 3 block framework - Social and Emotional Learning and Well-Being)
- Provide students with choice – Students will be given a choice of one of the grandfather teachings to use but if they really prefer to do something else indigenous inspired (such as an animal), they can once the teacher approves their chosen word (from Katz 3 block framework - Inclusive Instructional Practice)

Differentiate Instruction (DI):

- Use calming classroom strategies in the design and utilize specialized equipment when needed such as the squiggle chairs, chair bands, taking frequent breaks (i.e. body breaks, walks, etc.), mind breaks (do a video exercise to get students moving), move students where they can work better and be comfortable/calm
- The teacher will start with a body break to get students moving so that they are able to sit and learn
- The teacher will be available for students to ask questions and help where needed
- Students will be given multiple samples of indigenous inspired acrostic poems including some non-acrostic poems so that they can compare them
- Students will be given very clear instructions on what is expected from them, and the instructions will remain projected on the screen for the duration of the lesson so students can refer to them when needed
- Students will be given words they can use and a template, so it is easier for them to pick a grandfather teaching and already have the lay-out done
- Students will be given a lot of time to do their poem. If they do not finish it in one lesson, more time will be given during the week for them to work on it
- Early finishers can quietly read, play a game, or finish any schoolwork that is incomplete

Materials and Resources

Materials:

- 7-line acrostic poem template for each student
- List of the Seven Grandfather Teachings for each student to choose from
- Pencils for all students

<p>seasons and the importance of them in the Secwepemc perspective</p> <p>https://www.youtube.com/watch?v=FKwNCR7yVoA&list=PLI1jePdT8DmTZLU8h05GVJ3DENE9QLr_m&index=1</p> <ul style="list-style-type: none"> The teacher will start the presentation introducing acrostic poetry with an indigenous perspective 		
<p>Body:</p> <ul style="list-style-type: none"> Outline what an acrostic poem is and how it is set up Give a brief history of acrostic poetry Play a short video on acrostic poems https://www.youtube.com/watch?v=GNr_LsVbYjo Show multiple examples of acrostic poems from indigenous writers + one that the teacher has written (I do) Hand out scrap paper for brainstorming Introduce the Seven Grandfather Teachings & the animals that are used to represent each section Give students the time and opportunity to pick one of the Seven Grandfather Teachings to use as their main vertical word for their acrostic poem (Honesty, Humility, Truth, Wisdom, Love, Respect, & Bravery) Write an acrostic poem with the class using one of the Seven Grandfather Teachings (We do) Explain to students that they may not copy the poem that the class has written together or any of the examples shown - They must create their own original poem Get students brainstorming for their own poem by using the scrap paper provided (You do) Hand out the template papers so that students can start their poems and let them know that they need to illustrate their poem in the space provided Let the students know that there are pencil crayons and markers provided in a bin on the side table for their illustrations Let students know that they have 15 minutes to work on their poem today but if they need more time, they will get 	<ul style="list-style-type: none"> Students will put up their hands and wait to be called upon if they have questions Putting up their hands and waiting to be called upon, students will give the teacher suggestions to build the class acrostic poem together Students will work on their acrostic poems and illustrations quietly without disrupting others in the class Students will put up their hand and wait for the teacher to come to them if they have questions 	<p>5 minutes</p> <p>2 minutes</p> <p>20 minutes</p> <p>5 minutes</p> <p>15 minutes</p>

<p>a chance later in the week to complete it. Let students know that the poem is to be handed in on Friday of this week</p> <ul style="list-style-type: none"> • Teacher will circulate around the classroom and answer questions as needed • Tell students that finish early, they may quietly read, play a game, or relax (no technology!) 		
<p>Closure:</p> <ul style="list-style-type: none"> • Time is up and poems that are completed are handed in. Those that need more time, will also be collected and stored until the next class time to complete them occurs • Instruct students to clean up their area including desks, tables, floor, etc. • Ask the students if anyone would like to share their poem with the class. This is not mandatory so those that do not, do not feel anxious 	<ul style="list-style-type: none"> • Students will hand in their poems and let the teacher know whether they are complete or not • Students will clean up their area as requested including their desks, tables, floor, etc. • Students will put up their hand and ask to be called upon if they want to share their poem with the class 	<p>5 minutes</p> <p>5 minutes</p>

Organizational Strategies:

<ul style="list-style-type: none"> • Lesson will be set up during recess including the bins of pencil crayons and markers on the side table for easy access • If students are not listening, a loud “No bees, no honey!” will be said by the teacher to which the students will reply “No work, no money!” to gather attention • If that fails, a quick whistle will be used • No Chromebooks will be allowed for students to help with this lesson or use for early finishers • If students need a body break, an exercise will be used for the whole class at https://www.youtube.com/watch?v=2DN9nsgRQ9s&t=87s
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Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • Use of a quick video from a local elder to invoke students interest in the activity • Utilization of brainstorming to get students thinking about indigenous inspired words that match their vertical letter to build from • The presentation is colourful, clear, and relatable so that students aren’t sitting for a long period of time listening • Observation of how well the students are working on their acrostic poems and illustrations to ensure that they have been listening and they know what it expected of them to turn in for marking • Encouragement to students that are having trouble deciding on one of the Seven Grandfather Teachings and associated words (even suggesting ideas to get them thinking deeper) • Making use of body breaks when needed during the lesson
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Extensions:

- Extending this lesson for students that need a challenge could be to add another acrostic poem or getting them to write full sentences after the letter instead of point form or a single word like their peers
- This lesson plan could be altered by getting the students to pick their own indigenous word perhaps from the circle of courage or animal that is present in local Secwepemc oral stories
- If the classroom management is an issue, the teacher will remind students of the classroom rules and explain why it is important to give respect to teachers and their peers
- Giving students an exercise break during the lesson may alleviate any possible issues with focus and attention after the presentation & before they start to brainstorm and build their own acrostic poems
- Knowledge gained from this lesson about indigenous ways of learning could be incorporated into any other subject (i.e. the ways of knowing, circle of courage, etc. can be infused into any subject matter)
- Indigenous focus on the Seven Grandfather Teachings could be used for future English Language Arts in many ways including writing stories, plays, documentaries, oral presentations, posters, etc.

Reflections:

I have not used this lesson plan, but I think it would be a great basis for learning basic indigenous terminology for primary students. By learning what the Seven Grandfather Teachings are and the animals that represent each part (making them more relatable), young students can begin to see the importance of them. Students can also begin to understand that we are all connected to the world around us, the environment, nature, creatures, the earth, the sky, and that everything is interconnected. Appreciation for these teachings begins a lifelong basis for treating others, which includes that earth and its' creatures, with dignity and respect. Respect for self, the earth, and the community are also expressed in these teachings. I believe that I have a basic understanding of these teachings with my Natural Resource Conservation degree but there is always room to learn more. Being of English, Scottish, and Irish decent, it is important to understand & honour the injustice that indigenous people have survived and the trauma that still exists amongst them. I believe that further practice and not being afraid to incorporate indigenous perceptions into lessons, will get easier the more it's done.

