

**College of Education**  
**Lesson Plan Template**



<b>DANIELSON LESSON PLAN</b>	
<b>Teacher: Tucker Nadeau</b>	<b>Date:</b>
<b>Subject: English</b>	<b>Grade Level: 9</b>
<b>Unit: Analyzing Poetry</b>	<b>Lesson Title: Native American Poets of Montana</b>
<b>Number of Students: 20</b>	<b>Teaching Team (if applicable): N/a</b>
<b>Does this lesson address IEFA?</b> x Yes <input type="checkbox"/> No <b>If yes, please describe:</b> <b>Yes, students will research and present on Native poets from Montana. This lesson addresses EUs 1 and 2.</b>	<b>Does this lesson incorporate technology?</b> X Yes <input type="checkbox"/> No <b>If yes, please describe:</b> <b>Students will have the opportunity to present their analysis with a digital tool such as Google Slides or Canva.</b>
<b>Content Standard(s) and/or Common Core Learning Standards: (Ic*)</b> Use the numeric/alphabetic citation of the standard, title-if applicable, standard description. R.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.  R.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  EU 1: There is great diversity among the twelve sovereign tribes of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.  EU 2: Just as there is great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.	
<b>Instructional Outcomes (Objectives): (Ic)</b> What will students know and be able to do as a result of this lesson? Be sure this is feasible, measurable, and aligned with the content standard(s). SWBAT compare and contrast two poems by the same author to identify key similarities in differences in how the poet develops meaning through both content and form.  SWBAT identify how poetry from Native American writers from Montana addresses both general themes (death, love, etc.) and more specific themes (boarding schools, spirituality, etc.)  Students will gain additional perspectives into Native voices and how history and art intertwine in contemporary Native poetry.	

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**Assessment (Formative or Summative):** *(1f)* Describe what is being assessed in this lesson, how is it being assessed, and what criteria you are using to measure student proficiency. Consider the use of appropriate technology.

This is a formative assessment that will assess student progress in analyzing poetry and identifying specific features that contribute to meaning. Students will be assessed on the visual component of their presentation via a three-point scale and will hand in their peer evaluations and notes at the end of the presentation period for a participation grade.

**Relationship to Unit Structure:** *(1a, e)* How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence?

This lesson supports the unit goals of developing analytical skills in poetry. It builds upon the previous knowledge that students have gained on the various mechanisms of poetry and ways of reading it. It supports the next lesson in this instructional sequence, which will be a summative assessment that will task students with analyzing poetry in a written format.

**Relevance to Students:** *(1b)* How is this lesson relevant to the students in the class?

This lesson is relevant to students in the class because many of the poems feature Montana settings and thematic concerns that students will be able to recognize and potentially identify with.

**Differentiation Plan:** *(1b)* Describe how the content, processes, products, and/or classroom environment will need to be differentiated in this specific lesson.

Students will have the option to make their presentations with the virtual platform of their choice- whatever they think will best contribute to their message. They will also have the option of choosing a second poem with which they will compare an assigned poem.

### Methods and Instructional Strategies *(1a)*

**Prerequisites for Learning and Pre-Assessment:** *(1b, f)*: List all key concepts, skills, and terminology the students know/can do and that are necessary for them to understand the concepts and content of this lesson. Describe pre-assessments conducted to inform in this plan.

Poetic terminology, especially tone, imagery, diction, connotation, and symbolism. These have been taught and reinforced throughout the unit.

**Instructional Sequence:** The procedures should clearly describe the sequence of teaching and learning activities and include all necessary materials/technology. Break it down task by task.

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Estimated Time	Instructional Procedures/Activities/Assessments (1a, e, f)	Resources (1d; 2e)	Classroom Management/Grouping Strategies (2c)
<b>Introduction</b>			
10 min	<i>Transition into the lesson:</i> I will show the students Harlem on a map and how it is situated next to the Fort Belknap Reservation. I will then play this reading of James Welch’s poem “Harlem, Montana: Just Off the Reservation.” We will then have a brief discussion about the portrayal of place and modern Native life in the poem.	<a href="https://www.youtube.com/watch?v=OIcrpsl-oLk">https://www.youtube.com/watch?v=OIcrpsl-oLk</a>	Group lecture/discussion
10 min	<i>Introduction (hook activities, activate prior knowledge, review objectives/agenda/expectations)</i> I will introduce the assignment: to place two poems from a Montana Native poet side by side, analyze them, and present them one-on-one to their peers. I will remind them of the various poetic features that we have learned over the school year and of the potential thematic considerations. I will then ask what questions that the class has about the assignment.	None	Group lecture
<b>Lesson Sequence (include clear task analysis and transitions)</b>			
5 min	I will introduce the collection <i>Birthright</i> , which includes poems by 10 Native Montana poets, by projecting it. I will show the basic outline of the collection, with its author bios, poems, and guiding questions.	<i>Birthright: Born to Poetry</i> <a href="https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Language%20Arts/Birthright%20Born%20to%20Poetry%20-%206-8%20and%20HS.pdf">https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Language%20Arts/Birthright%20Born%20to%20Poetry%20-%206-8%20and%20HS.pdf</a>	Group lecture
20 min	Students will have the chance to read the various author biographies and choose one author to work on. They will read about the author’s background, choose one poem from the collection, and find another poem online by the same author.		

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Estimated Time	Instructional Procedures/Activities/Assessments (1a, e, f)	Resources (1d; 2e)	Classroom Management/Grouping Strategies (2c)
40 min	Students will put the two poems side by side and analyze one poetic feature of the poem (symbolism, tone, etc.) and one content/bigger picture feature of the poem (portrayal of modern Native life, spirituality, etc.). They will paste the poems into the virtual platform of their choice (Slides, Canva, etc.), a brief bio of the author, and a summary of their analysis of the poems.	Chromebooks	Students will transition to solo work on Chromebooks based on previously established routines. Students will have experience in poetic analysis, but I will be circulating to help with any questions and to track progress.
50 min	Students will pair up with another student and present their two poems and their presentations. The student not presenting will take notes on 2 takeaways that they got from the presentation and one area of feedback. After 5 minutes, the other student will present, and the other student will take notes. After each student has presented, students will rotate and repeat this same structure 4 more times. Students will gain some idea of a range of Native poets and poems and how to talk critically about them. Once both students have presented, they will leave their slip of feedback with the presenting student, so by the end of the period students should have feedback from 5 different peers.	Chromebooks	Students will be broken into two groups, 1s and 2s. 1s will always stay seated while 2s will rotate every 10 minutes. The class will be organized in a horseshoe shape, so students will rotate around that.
<i>Closure (review the instructional outcome of the lesson and link it to future learning)</i>			
10 min	Students will write one paragraph about what they learned about their own presentation and how they would improve it, based on the feedback from their peers. This will be collected and graded for participation.	N/a	Silent work time, I will play some classical music to fill the silence.
<p><b>Reflections:</b> (3d,e; 4a) <i>Describe what you learned from examining assessment results for this lesson.</i>  <i>Describe how you will change instruction for the next lesson based on assessment results from this lesson.</i>  <i>Describe your reflections upon the effectiveness of this lesson for all students including:</i></p> <ul style="list-style-type: none"> <li>• <i>Student engagement</i></li> <li>• <i>Pacing</i></li> <li>• <i>What went well</i></li> <li>• <i>Areas for improvement</i></li> <li>• <i>What you learned about yourself as a teacher</i></li> </ul>			

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\*Components from the Charlotte Danielson's Framework for Teaching