

# DAILY LESSON PLAN

Teacher   SCHS   Class   6th Grade Language Arts   Date   10/17/2016  

Topic   Poetry   Lesson   Interpreting WWI Poetry  

State Standard   6.4.4.4, 6.4.5.5, 6.5.6.6  

## Goals and Objectives

### Instructional Goals

1. Learn the art of interpreting difficult language.
2. Understand point-of-view of an author and how it changes the message.
3. Look for ways to serve and honor veterans and those who died.

### Behavioral Objectives

1. The student will be able to (TSWBAT) use definitions to learn the meaning of a larger work.
2. By reading these two poems, TSWBAT contrast the different objectives of the writers of the poems.
3. TSWBAT evaluate their own and their community's actions towards veterans.

## Rationale

(Why is it important to teach/learn this concept?)

With the many who died in the war, their deaths need to retain meaning, lest those deaths be in vain.

Although the purpose of WWI has been dissected and found wanting, the individual efforts and sacrifices need to be recognized.

## Procedure

(Include time plan, modeling examples, transitions, questions, guided practice experiences, etc.)

INTRODUCTION OF STEELE COUNTY HISTORICAL SOCIETY (1 minute)

ANTICIPATORY SET (2 minutes)

Show students a simple silk flower. Pass them out to each student. Ask students if they know what it means and if they've ever read anything that they thought changed the world. Ask if they know that a simple poem brought about the implementation of poppies around the world.

ACTIVITY (30 minutes)

- 5 minutes  
Pass out the “In Flanders Fields” poem and have students read it with a neighbor or two. Tell them to share with their small group what they think the poem means and how it makes them feel. **(Perhaps include some questions on the copy of the poem to help them discuss.)**
- 2 minutes  
Ask large group of students if anyone wants to share his/her response to the poem
- 5 minutes  
Go through the poem on the screen, explaining points as going. Include spaces on sheet for students to write their own definitions.
- 3 minutes  
Ask students who they think John McCrae was. Based on his words, what were his feelings?
- 3 minutes  
Share the history of John.
- 5 minutes  
Go through a shorter process for Moina’s “We Shall Keep the Faith” poem. Still on the screen with definitions and ask similar questions of the class about this poem and their reaction to it. What is she saying that they should do? How was her poem similar and different from McCrae’s? How did McCrae inspire her?
- 3 minutes  
Share the history of the poppy, why it grew, and what it came to symbolize.
- 2 minutes  
How did people in Owatonna respond? Our American Legion also sold poppies. Auxiliary was founded in 1920 to assist the veterans and their families.
- 1 minute  
Discuss with students the importance of remembering those who went before them.
- 4 minutes  
Share the first two stanzas of “The To-be Forgotten.” Warn the students about forgetting sacrifices.
- 9 minutes (or remaining time)  
End with a discussion about how they can honor the dead. What can they do? Why should they do it? What does respect look like? What does the poppy they’ve each had throughout the lesson mean? What response should they have to it?

## **Assignments and Reminders**

- Could an individual writing assignment be offered to the students (in conjunction with classroom teacher's support. Poems could be collected, graded (?), and sent to the SCHS for posting. Offer a free-admission day to SCHS on November 11 (or nearest prior business date) to all accompanied by a sixth grader.
- Event could also include anonymous posting at American Legion and a popular vote could be attained for an annual prize. Could ask Legion color guard to judge as well.
- What would such an assignment look like? Perhaps present a short write-up of a Steele County veteran's war experience with short write-up on his family.

## **Materials and Equipment**

Projector, computer, PowerPoint, box of poppies. Handouts of poems and discussion questions.

## **Accommodations for Students with Special Needs**

The students have the poem in front of them to read along if they have trouble reading. Teacher will vary questions from individual response to all-call questions to help inclusion. The flower will also work as a "fidget" to help dispel nervous energy throughout the lesson.

## **Assessment of Student Learning**

Discussion sheets include a section to record their response. The classroom teacher may use this to assess if the students understood and participated in the lesson.

## **Reflective Evaluation**

## **Suggestions for Revision**