Facilitation Guide

Colonial Economies Free Verse Poem
Social Studies, Grade 8

EXPERIENCE OVERVIEW

Students will compose a free verse poem elaborating on the economies of the three colonial regions. Students will have the option to add beat and rhythm to their poems using body percussion.

Standards

MSDE/BCPSS CONTENT STANDARDS AND INDICATORS
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS:
- RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- L.8.2 - Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing.
- L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

NATIONAL CORE ARTS STANDARDS
- MU:Cr2.1.8a: Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- VA:Re8.1.8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

ESSENTIAL QUESTION
- How did the interactions of European, African, and Native cultures lead to conflict, change, and/or cooperation?
  - **Supporting question:** How did European exploration and colonization result in cultural and economic interactions among previously unconnected peoples?

OBJECTIVES:
- Students will identify and describe the economic focus of the three colonial regions and its benefits by composing a free verse poem, with the option to add rhythm and beat using body percussion or instruments.

ASSESSMENT:
- 2 - 3 stanza free verse poem about the economic resources of the three colonial regions. Option to perform the poem and add body percussion.

Materials
- All slides, rubrics, & handouts
- Optional instruments (hand shakers)

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Getting Ready

KEY SOCIAL STUDIES VOCABULARY:
- Indigenous
- Colony
- Native
- Massacre
- Region
- Economy
- Resources
- Import
- Export

KEY ARTS INTEGRATION VOCABULARY:
- Free Verse
- Stanza
- Song
- Rhythm
- Beat
- Body Percussion
- Tempo
- Lyrics
- Chorus

TEACHER BACKGROUND/PREPARATION:
- Teach during approximately week 3 of Unit 0
  - This lesson is introduced after 1-3 weeks of quality instruction, inclusive of virtual field trips, instructional videos, whole-group discussions, cooperative group discussions, assignments and presentations, small group instruction, and short-term in-class projects.
- Students may have experienced Free Verse poems already as part of Wit & Wisdom's ELA Module 1.

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ARTS INTEGRATION MATERIALS

VIDEO PLAYLIST

MATERIALS
GOOGLE FOLDER
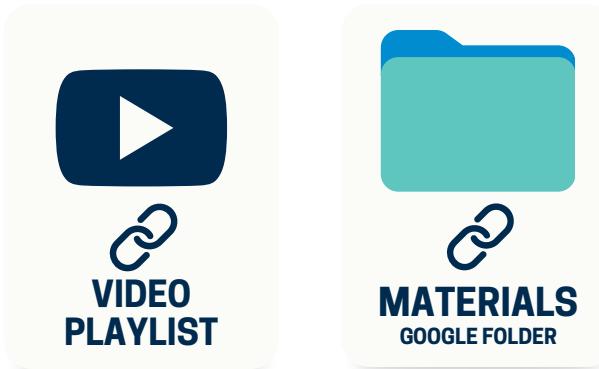
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TEACH

Activate Prior Knowledge

- Ask students to name the three colonial regions and the colonies in each. Then, ask students to recall the economic focus areas for each of the three regions.
  - If your class completed the Mapmaking lesson prior to this lesson, have them take out their maps and graphic organizers containing this information to guide the discussion.

- Share today's objective: Explain to students that in this lesson, we will elaborate on our understanding of the main economic resources and systems in the three colonial regions. We will express our understanding, or "show what we know," in a 2 - 3 stanza free verse poem.
  - Decide if students will create their poems independently or in small groups, and include this in the explanation.

- Ask students to turn and talk to discuss: *What is free verse poetry?* Ask students to share their ideas aloud, guiding them to a collective understanding:
  - Poetry that doesn't use any strict meter or rhyme scheme. Free verse can have lines of any length, from a single word to much longer. It may contain rhyme or repetition, but it is not required to. The opposite of free verse is formal verse or poetry that uses both a strict meter and rhyme scheme.
  - Share this anchor chart (via projector or student copies) that also includes an example.
    - If students are using the Wit & Wisdom curriculum for ELA, ask them to recall free verse poetry from module 1 and examples from *The Crossover.*

Prepare to Write

- Remind students that when creating poetry, we want to evoke both imagery and feeling. Often this is done through figurative language.
  - Use this Figurative Language Handout to review the types.

- In groups, give students time to brainstorm examples of each type of figurative language to check for understanding. Then, invite students to create specific examples using their collected information on the economic resources of the three colonial regions.

- Share the model poem with students. Ask them where they see direct evidence of the information they've gathered.
  - Review the concept of a stanza; have students annotate the model poem, noting the three stanzas.

- Use think-aloud to model writing stanza 1 and explain how to transfer collected information into a poem format. Provide a set number of minimum lines per stanza if you prefer. Remind students that lines can, but do not have to rhyme. With your students, compose stanza 2.

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ARTS EVERY DAY
IN BALTIMORE CITY PUBLIC SCHOOLS

TEACH

Write Free Verse Poems

- Students work independently or in their cooperative groups to compose their Free Verse poems.
  - Student supports can include:
    - Provide sentence frames.
    - Provide an outline/graphic organizer for students to compose their poems.

- Circulate the classroom to conduct check-ins and provide feedback and support to each group.

Assess

- Here is an optional <u>Free Verse Rubri</u>c that can be used/adapted as a scoring guide
  - Optional: Students can present their poems to the class.

Optional Arts Extension: Convert Free Verse Poems into Songs

Teach Body Percussion

- Explain to students that they can convert their free verse poems into songs by adding rhythm and a beat. This can be done simply by using body percussion.

- Introduce students to body percussion basics:
  - Invite students to form a circle
  - Explain that body percussion is when we use **claps, stomps, pats, or snaps to make a rhythm or a beat.**
  - Use an "echo" game to model body percussion. For example, perform a clapping pattern and ask students to repeat it back to you. Make it more complicated by adding snaps, pats, and stomps. Allow students to take turns being the leader and having the rest of the class follow.

- Explain that now, students will put their poem to music by using these body percussion skills. You can explain this process to your class, and/or show them our instructional video that breaks down the steps and includes the example poem from this lesson put to a beat.
  - An easy way to begin is by reading the poem aloud and listening for any cadence patterns. If you need to, you can change a word or phrase to strengthen the rhythmic flow. You can also repeat lines to heighten moments of intensity in your song.
  - Work through your entire poem, practicing chunks along the way until you are happy with how your song sounds.
    - <u>Note</u>: We are calling it a song, but you do not have to be singing the words. It can be more like a spoken word piece with a catchy beat.

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VIDEO TUTORIAL

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VIDEO TUTORIAL

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TEACH

Convert Poems to Songs

- Students work independently or in small groups to turn their poems into songs.

- Students can share their songs with a peer or another group, or have a complete class performance!

Assess

- After each performance:
  - Ask the class to share glows (either aloud or on sticky notes), providing positive feedback on the poem and performance.
  - Ask the class to share two or more factual details about the colonies that the performing group accurately included in their song or poem. This can also be shared as an aloud discussion or as an exit ticket.