

ELA Learning Plan

Title of lesson		Grade level	7-8
Subject:	ELA	Topic:	Understanding Literary Themes Through Music
Resources Required	Laptop, access to internet, headphones, pencils, markers		
QEP Subject Area Competencies	Cycle two competencies: Listening, Production, Reading		
Learning activities: This lesson will take place over the course of two classes. It will ideally be one of the first big projects students will be engaged in after returning from summer break. The idea is that they, having read a book over the summer, create a music album/mixtape of around 10-12 songs which they feel best represent the themes of the book. They will write a short essay to accompany it explaining why they chose the songs they did along with some lyrical analysis. They might also design the cover art for their album, although this is secondary to the essay. -start class off with general welcome back -get a poll to see which books students read, how they liked it, whether it was interesting, if they would recommend to keep it on the list for next year -introduce the idea of themes, ask for some examples from their readings (what is the theme? how do you know? why is this important? Is it relevant?) -Introduce project and break it down into easy steps. -First, students will write a short paragraph explaining what the main theme or point of their book was. They will be using this as a guide so it may be useful to pull quotes from the book and elaborate on why they think that these best represent the themes. These can be reused in their final paper. -Second, have them take out laptops or phones and start searching for music that they feel represents these themes. Have them use headphones so it doesn't get too loud. -Once they have a list of 10-12 songs, they can start working on their justification. This can either be done at home or in the next class depending on time constraints and progress of the class in general.		Learning Objectives: This lesson will address the students' ability to interpret and synthesize information from the texts they've read Relevance: This lesson will be made relevant by their music choices. They get to express themselves while also learning about literary themes. They will be able to draw a link from the themes of the novel to their own lives through the music they choose. Essential Question(s): What is the theme of your book? How is it relevant to you? Why is it on the reading list in the first place? From whose perspective is it written from? Student will know: Students will better be able to identify and distill themes. They will be able to make connections to their own lives through them. They will also be able to see how music impacts their lives and the deeper symbolism within some music. They might also realize how shallow some music is as well. Students will understand: Students will be able to think critically about the music they listen to and also about the books they read. They will be able to communicate the key elements in any given text or song. Cross Curricular Competencies: This lesson will address the cross-curricular competencies of "uses information", "uses creativity", "exercises critical judgement", "uses information and communication technology" The lesson encourages cross-curricular competencies because it is not focused solely on English literature or writing and such. It incorporates music and creativity, making the material relevant. It crosses the bounds of the single subject of English into music and technology. Broad Areas of Learning: This lesson promotes media literacy by having the students engage in using the internet and media to make their album. It could also contribute to community life within the school. Having the students create something of personal value to them will invest them in the class, their classmates, and the school community. Universal Design for Learning: This project allows students to decide how they want to present their work, it allows a lot of latitude for self-expression and interpretation whether it's through the art they make for the album cover, or the songs they choose and how they explain them. Students may also choose to present their work to the class if they prefer. It could be	

Comment [LJS1]: Explain these more specifically in relation to the learning in THIS lesson. Just listing it does not demonstrate that you understand what they are and how to address them effectively

Comment [LJS5]: Music is a good way to do this. Good idea.

Comment [LJS6]: These aren't really essential questions, they are more focussed question on the task itself. Essential questions are meant to foster bigger thinking. The guiding questions for this section were:
What provocative questions will foster inquiry, understanding, and transfer of learning?

Comment [LJS7]: What you have here lacks detail and a strategy for HOW students will come to know. Knowledge should be more reflective of:

What key knowledge and skills will student acquire as a result of this unit? (e.g. vocabulary, terminology, definitions, key factual information, critical details, important events or people, sequence and timelines)

Comment [LJS2]: How will they do this? What is the analysis based on?

Comment [LJS8]: Try something more like:
Will understand how the structure or content of music impacts individual's understanding of different events in life (love, relationships, memories etc).

Comment [LJS3]: You need to present information about theme. This is the content of the lesson.

Comment [LJS4]: What structure should they use to write the paragraph?

Comment [LJS9]: Are you actively teaching this or relying on their ability to figure it out. Whatever you include should be intentional and less coincidental.

¹ Based on a simplified version of Understanding By Design (UBD)

	possible to waive the essay in lieu of a five minute oral or something to that effect.
	Further considerations: I have incorporated multi-literacies through the use of media, lyrical, cultural artifacts. Multiple learning styles are addressed such as solo work, group work, and there is room for visual and auditory learners.
	FORMATIVE - Assessment FOR learning: The final project is the assessment and will promote learning by demonstrating that learning can take many forms. Students will have the opportunity to create something they are passionate about and might find direction through their passion.
	FORMATIVE - Assessment AS learning: Students could choose to share their work with the class and in their reflection they could mentions songs that they potentially wanted to include and critique their own work.
	SUMMATIVE - Assessment OF learning: The final project is a summative assessment.

Comment [LJS10]: This is more assessment FOR learning.