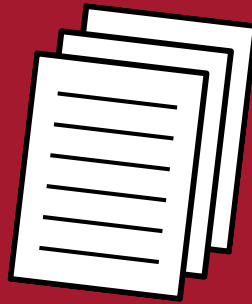
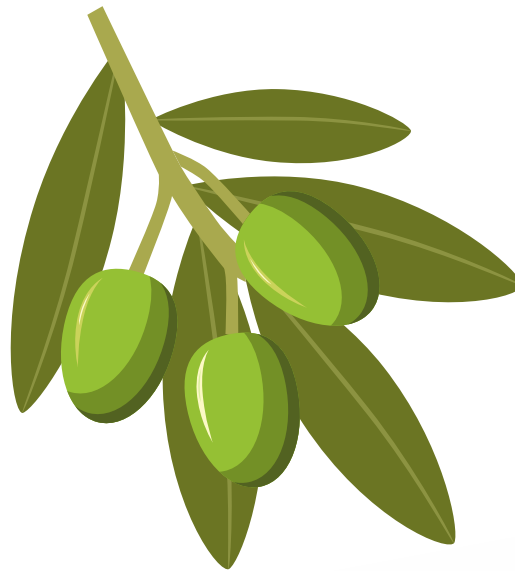


LESSON SPARK



**HOW DOES POETRY ALLOW READERS/LISTENERS
TO UNDERSTAND SOCIAL, POLITICAL, HISTORICAL
ISSUES?**



LESSON PLAN

LESSON SPARK

Communication & Collaborating

"Connecting and engaging with others" ([British Columbia's Curriculum, n.d., para. 3](#)).

"Determining common purposes" ([British Columbia's Curriculum, n.d., para. 5](#)).

Critical, Reflective, Creative Thinking

"Analyzing and critiquing" ([British Columbia's Curriculum, n.d., para. 3](#)).

"Creating and innovating" ([British Columbia's Curriculum, n.d., para. 3](#)).

Personal/Social

"Valuing diversity" ([British Columbia's Curriculum, n.d., para. 7](#)).

"Understanding relationships and cultural contexts" ([British Columbia's Curriculum, n.d., para. 3](#)).

Big Idea(s): What will students understand after the lesson is over (enduring understandings)?

"Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. Making reasoned ethical judgments about controversial topics" ([British Columbia Ministry of Education, 2016, p. 10](#)).

Essential Question(s): What questions will drive the lesson (connected to big ideas)?

How does text allow us to understand others and in what way is it a form of art and expression? How do we respond critically and ethically to experiences of injustice? ([British Columbia Ministry of Education, 2016](#)).

Learning Intention(s): Verb-based statements to target learning & assessment.

I understand the impact that poetry can have and how it helps increase cultural awareness while giving insight into history ([British Columbia Ministry of Education, 2016](#)).

Curricular Competencies: What students will do (activities to deepen understanding / product)

"Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts" ([British Columbia Ministry of Education, 2016, p. 10](#)).

Content: what students will know (knowledge, definitions, theories, laws)

"Strategies and processes", specifically, "oral language strategies" ([British Columbia Ministry of Education, 2016, p. 10](#)).

Structure / Activity:

Introduce Suheir Hammad's poem, [Exotic](#), and have students partner up to discuss the poem and record any feelings (images, thoughts, colours, shapes) or understanding (historical, personal, political) that they had while listening to the poem.

Discuss: what do these feelings and understandings triggered by a poem reveal about the role of poetry in society; the role of literature in general to our understandings of issues in society?

After discussing the poems and poetry, assign students to write a reply to Hammad. Ask students to share their response poems either in whole group, or in small groups in class.

The goal of this lesson is to become familiar with social ideas, messages, and stories that can be told through poetry. As well as develop students' abilities to decode and use poetic language.



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