

OH Canada: A Young 150! *In My School*

Young Writers Lesson Plan

TEACHER		
Subject	English Language Arts	
Topic	Acadian writer Herménégilde Chiasson “Peaceful Land”	
Grade Level	Grade 12	Duration

Objectives/Outcomes

English Language Arts

GCO: 6 Reading and Viewing

Students will be expected to respond personally to a range of texts.

- reflect on text and articulate and defend their positions in relation to their own interpretation and analysis
- include specific references to support their interpretations
- make connections among various features or parts of a text
- offer reasoned inferences and interpretations of ambiguities in a text
- reflect on their responses and interpretations, taking their own and others' cultural contexts into consideration
- explore the many layers of meaning in sophisticated texts

GCO: 8 Writing and other ways of representing

Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.

- articulate how they feel and what they think about a text/issue
- describe and account for the impact of a text/issue
- note their reactions, confusions, questions, associations, etc., as they read/view/listen

Introduction (APK)

Meet the Writer

Acadian writer Herménégilde Chiasson.

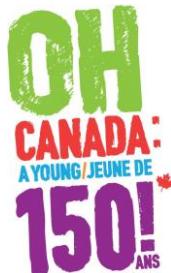
Information(refer to appendix_)

- ✓ Who is Herménégilde Chiasson?
- ✓ What is the title of the work?

Describe it

When reading through “Peaceful Land”, students will be asked to describe;

- ✓ What is the overall theme/s in this written work?
- ✓ What are the thoughts, feelings, perceptions you feel Chiasson is trying to convey in the work?
- ✓ How would you describe the place depicted in this writing?



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The Instruction

Create

Students are asked to write a short 500 word essay, poem, dialogue or newspaper article on one single idea taken from the writing “Peaceful Land” by Chiasson.

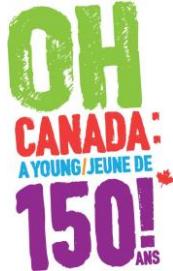
Closure/Assessment (*this can be completed with an exit ticket, journal writing or class discussion*)

- ✓ What elements of the writing did you like and dislike? Why?
- ✓ Why do you think other people should read this written work?
- ✓ What do you think is worth remembering about this written work?

Teacher Reflection

- ✓ Were my students successful in meeting the outcomes and objectives?
- ✓ How do I know?
- ✓ Did my instructional decisions meet the needs of all students?
- ✓ What could I do to improve the lesson?

New Brunswick English Language Arts Curriculum 9-12



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