

Mike Gurski – Grade 6 – English/Language Arts

Title: Our Colorful Lives

Outcome(s) of Lesson:

1. Show the relationships among keywords associated with topics of study, using a variety of strategies such as thought webs, outlines, and lists.
2. Choose words that capture a particular aspect of meaning and that are appropriate for context, audience, and purpose.
3. **Bloom's Question:** Can you develop a poem that incorporates four different colours, that represents your feelings, personality, interests, and/or life?

How will I know the students have achieved the learning outcome?

- Students submit poems that are using colours in a metaphorical sense - to represent aspects of their personality or their life in some way. Students may not finish their poem in this class and that is ok. This can eventually become your summative assessment, though.
- Some evidence of planning. ie. a mindmap that includes four colours and some characteristics that each might represent and why. This can be formatively assessed during the Round Robin portion of the lesson.

HOOK:

- **Today is poem writing day :) Let them know that we are going to write poems about colours - but not lame ones about how the firetruck is red or whatever. We are going to learn about how colours can *represent* things and how different colours can have effects on how we see things and our mood.**
- **The first activity should be a four corners one: Each corner of the room can represent a different colour: Red, Yellow, Black, White (The teacher can simply tell the students the colours, or can hang up different coloured paper in each corner). Tell the students to go to the corner that best describes how they feel that day. Don't give them any more information than that. The students need to fill in these colours with their own meaning. After the students have found their corner. Get them to discuss with their corner groups why they chose that corner – ie. What it means to them. After about 1 minute, have each group select a representative to explain some of the things that their group mentioned about the colour and how it represents how they feel. Have them return to their seats 😊 (This should take roughly 10 minutes)**

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
1-2 min per slide.	<ul style="list-style-type: none"> • Show the “Use of Colour in Movies” Powerpoint (photos attached). Before speaking about the slides, ask the students to talk with their elbow partner about the colours in each of the slide. Give them about 30 seconds to do so, and then ask for volunteers. Steer the conversation in the direction of the Teacher Notes that have been included in the attached photos. <ul style="list-style-type: none"> - Slide 1: A red heart vs. The Red Room in 2001: A Space Odyssey <ul style="list-style-type: none"> - Point out to the students how typically we associate red hearts with love and relationships, but in 2001 it really becomes an unsettling, almost scary colour. - Slide 2: Frenchie from Grease vs. Umbridge from Harry Potter <ul style="list-style-type: none"> - The way they use pink in Grease is really fun! But when it is used in Harry Potter, it kind of takes on a sinister quality, because we know how evil Umbridge is, and so it’s not the same “kind” of pink, even though it’s the same colour. - Slide 3: Green from LOTR vs. Green from Maleficent 	<p>Use the Round Robin portion as a chance to formatively assess understanding. Observe each group as they go around and give ideas.</p> <p>Once the poem writing has begun, make sure to go around and observe how each student is approaching their writing. This may be a difficult concept to grasp so the teacher can play a crucial role in understanding.</p>
		Materials Needed

<p>10 min.</p> <p>5 min.</p> <p>3 min.</p> <p>2.5 min.</p>	<p>- Both of these scenes are using green to send a message. In the Shire, it is meant to heavily symbolize nature so that we know how connected these people are to nature and how peaceful that has allowed them to become. But when there is green surrounding Maleficent, it is definitely evil and reminds you of poison.</p> <p>- Slide 4: Cover of “As Big as the Sky, As Tall as the Trees”</p> <p>- The colours of this book also mean something. The message coming across wouldn’t be the same If the sky were in pink or blue. The sky looks very warm and calming.</p> <ul style="list-style-type: none"> • It’s the students’ turn now: The students will do a Round Robin Kagan structure in groups of 4 but, one of the students will purely be the recorder. • (Note: To get into groups, students should be grouped in fours based on teacher discretion. If I was leaving this plan for a sub, I would provide them with groups that would work based on how I know my students.) • Every 30 seconds, the teacher will call out a new colour from the list: Red, Yellow, Black, White, Green, Pink, Blue, Purple, Orange. • When the teacher calls these out, the students must go around the group and quickly take turns giving a word that they could associate with the colour that applies to their life in some way. For example: Green reminds me of playing soccer because green reminds of fun and the field is always green. Blue calms me down because it reminds me of the sky. The recorder must use an effective method of keeping track of their responses. The teacher could suggest either a list or a mindmap. Each time a new colour is called out, the group must switch recorders, have them rotate the role clockwise around their group. • Once all colours have been completed, have each group assign a representative to choose one colour and give their associated words or thoughts or emotions. Go through until all colours have been mentioned. • Next, the teacher should explain that colours are also really important to different cultures and different people. The way they incorporate them into their culture provides them with different meanings, and they symbolize different things, kind of like they do in films. The most interesting thing is all of the different ways that colours can be used, and are used across cultures. • Show them this clip, and get them to add any specific things to their mindmap/list. “what do the medicine wheel colors represent” (2:28) https://www.youtube.com/watch?v=qzosrWyB4_M 	<p>Pencil/Paper, 1 per student.</p> <p>“Use of Colour in Movies” slides (photos are attached).</p> <p>Poem form examples (attached).</p> <p>Four Corners sheets (just have different coloured paper hung up in each corner).</p>
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5 min.	<ul style="list-style-type: none">- After the clip, ask the students to discuss with their elbow partner any specific aspects of the medicine wheel that they heard. Give them about 1 minute or so, and then ask for volunteers to provide any examples they have.• The students should now be ready to make their poem. Each students must make their own, but they can use their combined mindmap and group members to help develop it. Remember they should use at least 4 colours. Keeping in mind that the medicine wheel uses 4 colours as well. Let the students choose their own poem format, see what they come up with. Guide them into certain forms if you see they need help. Some possible forms they could use include (examples are attached to this lesson plan):<ul style="list-style-type: none">- Acrostic: the word runs down the left hand side of the page, and each letter is the beginning of a new line in the poem. The words they could use be the different colours, for example.- Limerick: a five-line poem that is usually humorous. Lines 1,2, and 5 rhyme, and lines 3 and 4 rhyme.- Free Verse: No rules per se, but it usually has a rhyme scheme like a-b, a-b. This is probably what most students think of in terms of poetic forms.	
5 min.	<ul style="list-style-type: none">• Give the students the rest of the class to develop their poems. With a few minutes remaining, complete the closure of the lesson: Have the students stop working and go over the key points of the lesson again: Colours mean different things in different situations. It is up to the people looking at them, and the people using the colours to determine what they mean and how it affects them. In some cultures, colours are very significant. The Medicine Wheel is a great example of how colours can symbolize other things, and reiterate some of the key points. If they're not finished their poem, let them know that they will have time to finish it later. Take the poems in.	

How do I differentiate the learning opportunity for all learners?

Depending on where the student is in their creative thinking, their literacy, etc. This may not work the same for all students. A key here is to have the students compose their poems with the help of their groups, and the group resource – the mindmap. As an introduction to symbolism, it is ok if students seek help from their peers when composing their poems.

TRANSITION: *(what will students do when they are finished?, how will we move to the next learning opportunity?)*

- **If students finish their poem early, then they can find a spot in the hallway to share it with each other. If they are feeling brave, then give them the opportunity to read it to the class. This might provide a spark of inspiration to students who are still working.**

CLOSURE:

- With a few minutes left in class. Have the students stop working and go over the key points of the lesson again: Colours mean different things in different situations. It is up to the people looking at them, and the people using the colours to determine what they mean and how it affects them. In some cultures, colours are very significant. The Medicine Wheel is a great example of how colours can symbolize other things, and reiterate some of the key points. If they're not finished their poem, let them know that they will have time to finish it later. Take the poems in.

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)

Accommodations

Allow for peer-scribing and note taking if necessary. Allow students to work in a space that feels comfortable. Some students may have issues seeing colour, then let them use that as inspiration – let them describe the world in that way.

	For students who will struggle with the assignment in general, it may be a good option to provide some manipulatives and materials of different colours, and have them design a collage based on how they feel.
Cooperative Learning Strategies used	Round Robin. Elbow Partners. Four Corners.
Movement Breaks	Four corners right at the beginning. Students also have a chance to move to a new location to work on their poem – and to find a comfortable position – not stuck in a desk.
Modes of Learning (Differentiation)	Visual – seeing the colours used in film. Auditory – reading of poem examples, hearing an explanation. Read/Write – the students have an opportunity to practice writing creatively. (a little kinesthetic) – the four corners activity to show that the meaning of the colours is actually a choice.
Higher Order Question(s)	Can you develop a poem that incorporates four different colours, that represents your feelings, personality, interests, and/or life?

Reflection and Revisions:

Poem Examples:

Feel free to read these to the students and show them for inspiration.

Oh, Homework! (Free Verse):

Homework! Oh, homework!
I hate you! You stink!
I wish I could wash you
away in the sink.
If only a bomb
would explode you to bits.
Homework! Oh, homework!
You're giving me fits.
I'd rather take baths
with a man-eating shark,
or wrestle a lion
alone in the dark,
eat spinach and liver,
pet ten porcupines,
than tackle the homework
my teacher assigns.
Homework! Oh, homework!
You're last on my list.
I simply can't see
why you even exist.
If you just disappeared
it would tickle me pink.
Homework! Oh, homework!
I hate you! You stink!

Limerick:

Imagine a skunk who proposes,
To his true love, surrounded by roses.
It may turn out just fine,
When she falls for his line,
But I wonder if flowers have noses?

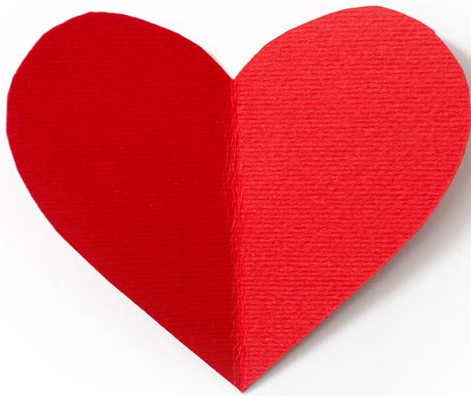
PUMPKIN (Acrostic)

by Kaitlyn Guenther

P iles of candy
U nder the bed
M ake for a delicious snack
P eople
K now
I t's been Halloween because
N o one is without candy



2001: A Space Odyssey



Valentine's Day

Teacher Notes: The difference here is that the red in Valentine's Day symbolizes relationships, love, all that stuff. In this scene of *2001: A Space Odyssey*, it clearly takes on a different dimension. It is really intense and scary. And this is a really intense and important scene in the movie where the character is deactivating the spaceship's artificial intelligence, which has sort of turned evil.



Frenchie From Grease

Teacher Notes: The Pink used in Grease really symbolizes fun and innocence, especially when it's associated with Frenchie. In Harry Potter, the audience knows for sure that this character is very evil, and so the pink takes on a weird, sinister quality and becomes unsettling. It turns from being a fun colour, to being a scary one just based on context.



Dolores Umbridge from Harry Potter

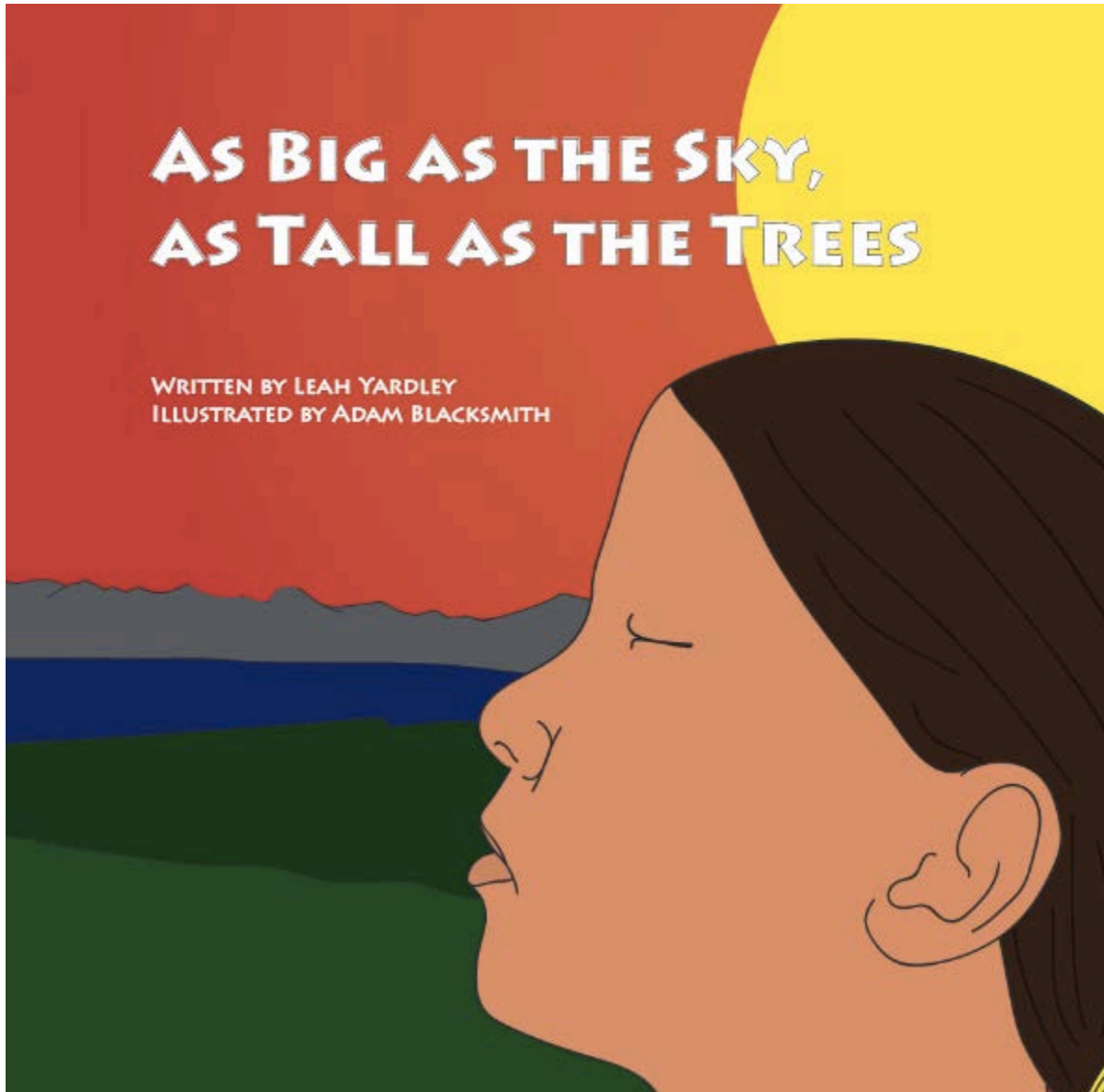


The Shire from Lord of the Rings



Maleficent

Teacher Notes: The Shire in the Lord of the Rings is meant to feel very cozy and natural. It stands in juxtaposition against all the other setting in the films – typically they are all fire and brimstone. It is a nice, innocent village. Clearly though, the same colour is being used by Maleficent, but it gives a different impression. It comes across as toxic or poison and lets you know that what you are looking at is evil.



Teacher Notes: The colour choices here are very clear. The sky is blue, but the illustrator went with red. It gives the sky a very warm, calming feeling. It wouldn't be the same image with a blue sky, or a pink sky, or a grey sky.

Teacher Notes: Here are some common associations for each section of the colour wheel – if you feel that students really need assistance, you can provide them with these concrete examples.

