

Huitième année

Anglais

Oral and Oral-Visual Communication

Stratégie d'enseignement

Aboriginal poetry

Students examine a poem written by an Aboriginal poet and prepare and deliver an oral presentation of the poem.

Programme-cadre

- *Le curriculum de l'Ontario – Anglais de la 4^e à la 8^e année, 2006*

Contenus d'apprentissage

Applying the Conventions of Spoken Language

- use a variety of strategies of effective speaking (e. g., *clear enunciation, varied intonation, appropriate pace and pitch*), adapting their delivery as appropriate to help listeners comprehend their message and enjoy their presentation;

Preparing and Delivering Presentations

- use a variety of visual and/or multimedia aids to enhance their presentations (e.g., *integrate music and/or sound effects into an audiotape; use props representative of a historical period being discussed; include graphics or film clips that illustrate aspects of their topic*).

Contexte autochtone

Contemporary Aboriginal poetry is an important part of Aboriginal art. Many poems express how Aboriginal people feel today and their poems are about the challenges that they share with non-Indigenous people but also about Indigenous-specific problems.

Démarche et activités pédagogiques

- Working in small groups, students choose a poem written by an Aboriginal poet.
- Groups read and discuss the meaning of the poem.
- They create a graphic organizer to organize their ideas including language use, message, imagery, mood, and theme.
- They research the poet and write a one-paragraph biography.
- Individually, students create a graphic image presenting their interpretation of the poem, using painting, drawing, collage, or sculpting.

- Each group decides on the best format for presenting the poem (e.g., choral reading or Reader's Theatre).
- They include appropriate vocal and sound effects to portray the mood, theme, action, and message effectively.
- Groups rehearse their poems.
- Students introduce the poet and display their artistic images when they present the poem to the class or another appropriate audience such as a school or class Poetry Festival.

Ressources

Les ressources et les liens recommandés ci-dessous étaient exacts au moment de la publication. Les enseignantes et enseignants sont priés de vérifier l'actualité de ces références.

Armstrong, Jeannette and Lally Grauer, eds. *Native Poetry in Canada: a Contemporary Anthology*, Peterborough, Broadview Press, 2001.

Hirschfelder, Arlene, and Singer, Beverly R., eds. *Rising Voices: Writings of Young Native Americans*. Toronto, Random House, 1993.

Johnson, E. Pauline. *Tekahionwake: Collected Poems and Selected Prose*. Toronto, University of Toronto Press, 2002.

Kegedonce Press, www.kegedonce.com/authors_kateri.php.
A publisher's website that contains information about Aboriginal poets and their books.

Native Web, Poetry Online. www.nativeweb.org/resources/literature/poetry_-_online.
Contains links to websites of Aboriginal poets.

NATIVEWIKI, Storytellers: Native American Authors Online.
www.nativewiki.org/Storytellers:_Native_American_Authors_Online.
Contains information about Native American writers, particularly poets.

Liens avec la communauté

- Invite community members to attend the poetry reading.
- If available, invite a local Aboriginal poet to read to the class.

À PROPOS DE LA BOÎTE À OUTILS

Cette stratégie d'enseignement est une composante de *Perspectives autochtones : Boîte à outils*, une collection de ressources pédagogiques visant à aider les enseignantes et enseignants de l'Ontario à intégrer les perspectives autochtones dans leur enseignement. Basée sur les programmes-cadres révisés du curriculum de l'Ontario, la collection inclut des ressources pour le personnel enseignant des paliers élémentaire et secondaire. D'autres ressources de cette série sont aussi accessibles sur le site Web du Ministère : www.edu.gov.on.ca.

