

PROMOTING LEARNING INTERNATIONAL (48 GRID) PLANNING MATRIX

(This matrix was devised by Ralph Pirozzo in 1997 & updated in 2004)

UNIT OF STUDY: Protest Poetry & Songs - Learning Outcomes: 1, 3, 6, 8, 9, 10, 11

YEAR LEVEL: 9 (For Assessment see below)

Promoting Learning International www.pli.com.au	Bloom's Taxonomy: Six Thinking Levels					
	Knowing (5)	Understanding (10)	Applying (10)	Analysing (20)	Creating (20)	Evaluating (20)
Verbal I enjoy reading, writing & speaking	Issues for protest. BROW Maps, List some protest songs and match them with the issue of protest. (T) Deconstructing some protest songs. (T+C)	Bring 1 protest song – explain to class context and message and target audience. (S)	Take famous song & adapt to a modern issue eg. Dylan's songs or Archie Roach. (T+C)	Symbolism- analyse logos for various protest organisations eg Amnesty International. (T+C)	Write/produce song/poem/video clip on an issue of choice eg. Environment, terrorism, racial hatred. (T+C)	Debate "Does Protest make a difference?" (S) C.A.T 3 minute illustrated speech on an issue of social Justice*
Mathematical I enjoy working with numbers & science	List some telling statistics of War, AID's deaths etc. (T+S)	Investigate the science behind an environmental or health issue. (T+S)	Present a power point program or speech to the class about a protest issue (persuasive language). (S)	Compare protest songs of two different decades eg 60's with 90's. (T+S)	Create a power point demonstration on an issue of protest or a composer of protest songs/poetry. (T+S)	Prioritise the class's attitude to issues of protest. Develop a table to evaluate own and other students' presentations. (S)
Visual/Spatial I enjoy painting, drawing & visualising	Logo Quiz. (S) Collect some satirical cartoons on issues of protest. (T+C)	Find posters in library or from internet on issues of protest. (S)	Class makes a graffiti wall. (T+S)	Write labels to put around a poster showing visual techniques used by composer. (T+S)	Using puppets, retell a fairy story or nursery rhyme but include the protest issue. (S)	Write an impact statement about one of the visual texts displayed. (T+C) (S)
Kinaesthetic I enjoy doing hands- on activities, sports & dance	Perform a mime or role play for class who have to guess the issue. (S)	GUTSOAP – Carry out a task to develop your empathy eg 40 hr Famine, sleep outside on concrete. (S)	Teach your routine to hip hop song below ↓, to a friend. (S)	Write a journal entry explaining why you chose certain moves to emphasise your points. (S)	Choreograph a routine to suit a protest poem or song. (S)	Give a score to choreographers and dancers, and a one sentence review. (S)

<u>Musical</u> I enjoy making & listening to music	Listen to several different protest songs poems. List the issues. (T+C)	Develop a war cry or chant for your protest group. Why/how are these effective? (T+C) (S)	Convert 60's protest song to a hip hop version, relevant to today. (T+C)	Develop soundtrack to suit your own or another's powerpoint or video. (T+C)	Compose a protest song of your own. (S)	Draw up your top 10 protest hits. (S)
<u>Interpersonal</u> I enjoy working with others	List other's responses to various protest songs poems. (S)	Write a petition and collect signatures for a protest to the local member. (S)	Visit Grade 3 and read your story. (S)	Compare satirical cartoons/songs w. serious protests. What's the role of humour. (T+C)	Design a poster or picture book on an issue suitable for Grade 3. (S)	Complete table evaluating others' presentations. (S)
<u>Intrapersonal</u> I enjoy working by myself	Write a journal reflecting on how your awareness of issues has changed. (S)	Journal entries – Reflect on how your attitudes have changed. (S)	Write a page on "How I Can Make a Difference". (S)	Surveys – Parental & Grandparents re protest issues &/or peer analysis of songs. (T+C)	Students select whether to work independently or with a group of up to 3 others. (S)	Complete table evaluating your own presentations. (S)
<u>Naturalist</u> I enjoy caring for plants & animals	Contact WIRES and RSPCA and research cruelty to animals. List 5 significant statistics.	Spend a day volunteering eg at an animal shelter. (S)	Write a letter to the editor. (S)	Research why people are cruel to animals. (S)	Write a children's story about cruelty to animals. (S)	Have Grade 3 students give your story a "star rating". (S)

Assessment :

- a) Teacher selects tasks worth 25 credit points for students to do in class.
- b) Students select tasks worth 50 points to do during the 5 weeks. 50% of lesson time will be available for these tasks. The rest must be done for homework.
- c) ***Common Assessment Task:** Students to give a talk on an issue of Social Justice. This should be illustrated with a power point or show bag or poster or photograph (50 points).

This unit has been created by Sandi Butler