

Activity

Students make connections between an informative text about historical events and a poetic interpretation of those same events. They practice using specific citations as support for their literary analysis.

Grades

9-12

Content Areas

English Language Arts

Skills

- Close reading of poetry
- Citation of historical texts

Understandings

1. Poetry can respond to historical events.
2. Citing specific lines from a text can strengthen a literary analysis or argument.

Procedure

1. Review with students how and why to cite different materials. Explain that the *Takuwe* materials they'll be reading can be used as a resource and foundation for supporting their ideas and opinions, and in order to do so effectively, they must correctly cite their sources. Provide an example of correctly citing the quotations from *Takuwe*. A useful guide for students and teachers about citation can be found at <http://mytpl.org/wp-content/uploads/TFT-LP-8-When-and-Why-to-Cite-Sources1.pdf>.
2. Provide students a copy of the Belief panel text. Allow students time to read the quotations and to underline key points and details.
3. Give students Lydia Whirlwind Soldier's poem entitled "Searching for Prayers and Dreams". Students will silently read the poem two or three times. If appropriate, read the poem aloud to them, modeling enunciation and projection.
4. Give students a chart similar to the sample included below, with one column dedicated to lines from the poem. As they read the poem a second time, or as they listen to it, they should write the lines or stanzas that stand out to them in this column.
5. Next, students should return to the Belief panel and look for specific quotations or examples that support the sentiments expressed in Whirlwind Soldier's poem. Students should be able to cite a historical reference or resource for each line or segment of the poem they choose along with the rationale for their choice. They should write the appropriate citation to the right of the original line on the chart.
6. Specific references selected to support the same line of poetry may vary between students. In order to assess students' charts fairly, evaluate the effort put into the rationale and the accuracy of citations.

Line/segment from poem	<ol style="list-style-type: none">1. Citation of specific historical reference or resource that supports line/segment of the poem2. Rationale
to escape the ultimate reality	<ol style="list-style-type: none">1.2.
they searched for dreams they thought were lost	<ol style="list-style-type: none">1.2.
yet those dreams through prayers linger	<ol style="list-style-type: none">1.2.