

BLM 7 – Poetry: Structured Group Roles

Role A: Topic

Read your group's poem and answer the following question. Take notes that you can share with your group.

1. What do you think the poem says about the topic of 'Identity' (e.g., identity of one's self, others, or the world; identity as reflected in culture, knowledge, history, or worldview)?

In the group work process, your role is the facilitator – you ensure that all members are participating, and you should keep the discussion going.

Role B: Poetic Elements

Read your group's poem and answer the following questions. Take notes that you can share with your group.

1. List the poetic devices that you see represented in the poem. What impact do these devices have on the meaning of the poem?
2. How does the structure or form of the poem contribute to the meaning of the poem?

In the group work process, your role is the recorder – you write down your group's key ideas under each of the four topics on the poster. (Share this role with the person performing role C.)

Role C: Synthesis

Read your group's poem and answer the following question. Take notes that you can share with your group.

1. What connections do you see between this poem and other texts that you have studied in this class (e.g., *Keeper'n Me*, short stories, or any others)? Consider, for example,
 - themes or issues that are important to First Peoples
 - insight into key aspects of Canada's past, present, and future.

In the group work process, your role is the recorder – you write down your group's key ideas under each of the four topics on the poster. (Share this role with the person performing role B.)

Role D: Language

Read your group's poem and answer the following question. Take notes that you can share with your group.

1. Identify key words or terms that are used in the poem and their impact on the poem's meaning. Consider, for example,
 - any examples of First People's language
 - words that stand out as significant (discern the nuances in meanings of words, considering social, political, historical, and literary contexts)

In the group work process, your role is the presenter – you will share your group's key ideas to the class at the end of the activity. You can ask other members of your group to elaborate on aspects of their topic during your presentation.