# Two Voice Poem: A Know, Understand, Do Task for Social Studies 10

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### Rationale

Two Voice Poems are written to offer two different perspectives or points of view. They are useful in highlighting how people can look at the same issue (a war, a law or rule, policy or international agreement, an election, a migration, etc.) and come away with contrasting views and beliefs, depending on their perspective and experiences. Thus, students will practice and understand historical perspective.

Two Voice Poems follow the Know, Understand, Do model of the new curriculum. Students first learn about the issue or topic, they then must understand different perspectives on the issue (by people who implemented the policy, and those impacted by it). Finally, they apply that understanding when they create their juxtaposed poem.

Additionally, as students are researching voices on the issue or topic, they are practicing valuable research skills, using quality databases, and ensuring their sources of information are from reliable sources.

Students are expected to share their work to hear their peers’ voices. Sharing will hopefully provoke discussion and contemplation, furthering communication and critical-thinking skills.

Finally, students reflect on their competencies. The focus is on the development of the student as a learner, not just the content knowledge. In this instructional sample, assessment is intended to help students learn about their own learning, while at the same time gaining content

knowledge that they can build on.

### Big Idea

* Historical and contemporary injustices challenge the narrative of Canada as an inclusive, multicultural society.

### Curricular Competencies

* Discriminatory policies and injustices in Canada and the world, including residential schools.
* Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance):

### Core Competencies

Communication

* Communicating
* Acquiring and presenting information
* Focusing on intent and purpose

Thinking

* Creative Thinking
* Creating and Innovating
* Generating and Incubating
* Critical and Reflective Thinking
* Questioning and Investigating
* Designing and Developing

Content Standards Social Studies 10

* Canadian identities
* Domestic conflicts and cooperation

First Peoples Principles of Learning

* Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
* Learning involves recognizing the consequences of one’s actions.

This instructional sample infuses First peoples Principles of Learning as it is shared and reflective. Additionally, it challenges students to recognize the consequences of actions by hearing the voices of those who were impacted by the event.

Adaptations/ Extensions

* Students can create a cross-curricular (English Language Arts: English or English First Peoples) Two Voice Poem. Students could creatively depict two voices on an issue, rather than extracting quotes to build the poem, as this instructional sample suggests.
* Students can select their issue of passion and write a Two Voice Poem on that content, rather than pre-selected topics by the teacher.

Modifications

* Teachers can supply the voices (historical perspectives) if students need more scaffolding. Or, teachers can let students explore their own sources in order to find two opposing voices, if students can benefit from researching on their own, and need the challenge.

### Two Voice Poem

What is a Two Voice Poem?

By using two different voices, Two Voice Poems are written to offer two different perspectives or points of view. Two Voice Poems are useful in highlighting how people can look at the same issue (a war, a law or rule, policy or international agreement, an election, a migration, etc.) and come away with contrasting views and beliefs, depending on their perspective and experiences. This task will assist students in practicing and understanding historical perspective.

Two Voice Poem Tasks:

* Students will receive background information on the topic.
* Students will research and find primary source stories or secondary source reports about the topic to understand different perspectives about this issue.
* Then, the student will create a Two Voice Poem following the guidance below.
* Thirdly, students should share their work. They can do this:
* verbally (orally present)
* visually (print and have students do a gallery walk to read at least five peer poems), or
* electronically (create a class portfolio of Two Voice Poems).
* Finally, the student will complete a self-evaluation.

1. **Stage One: Know the Background on the Topic**
   1. Students should read some background on the topic. For this, students should use a piece selected by the teacher to provide some context to the issue. This could come from a textbook, encyclopedia, article, document, etc.
2. **Stage Two: Understand by Reading and Researching Perspectives on the Topic**
   1. Then, using documents provided by the teacher (scaffolded) or using online databases (open-ended, more challenging), students must choose at least two different primary source stories or secondary source reports about the topic.
   2. Students must ensure that they have provided links to the media sources selected and cited them in <MLA format>[[1]](#footnote-1) at the end of the poem, on a citations list.
3. **Stage Three: Do! Create the Two Voice Poem**
4. Write a Two Voice Poem that juxtaposes or weaves together lines from each of the media sources they compared. The goal here is to show two voices or two perspectives in one poem.
5. **Instructions for making a Two Voice Poem:**

They can create a Two Voice Poem that demonstrates the issue. Select quotes or specific lines from two different media sources to compare and contrast them.

* + - The poem should be at least five stanzas long (each voice speaks five times)
    - At the end of each line, a footnote (Insert → Footnote) marks the source of the quote. (Author/speaker, Name of publication, and web address or MLA format).

1. **Stage Four: Reflect**
   1. Students should share their work to reflect. They can share their poems:
      * verbally (orally present),
      * visually (print and have students do a gallery walk to read at least 5 peer poems), or
      * electronically (create a class portfolio of Two Voice Poems)
   2. Students should have the opportunity to briefly reflect on what they have read or heard from their peers.
2. **Stage Five: Self-Evaluate/ Evaluate**
   1. Students can choose to do a **Core Competencies Self-Reflection** for this task OR
   2. Students can write anecdotal information on the **“Feedback/Feedforward Chart”** OR
   3. Students and teachers together can devise a rubric that speaks to the specific criteria that they intend to showcase in this task (for example, historical perspective, continuity and change, cause and consequence).

**Core Competency Self-Reflection**

\*Before self-reflection, students should be reminded of the definitions of the facets listed below for each sub-competency. The sub-competency profiles will also serve as a useful resource when creating “I-Statements.”

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| --- | --- | --- |
| **Core Competencies** | **Student writes “I-Statement” responding to the criteria**  Example:*I made strategic choices from the databases to find the best voices for juxtaposing viewpoints. (Communication)* | **Student self-reflects:**   * Strength * Area for improvement |
| **Communicating**   * Acquiring and presenting information * Focusing on intent and purpose |  | * Strength * Area for improvement |
| **Creative Thinking**   * Creating and Innovating * Generating and Incubating |  | * Strength * Area for improvement |
| **Critical and Reflective Thinking**   * Questioning and Investigating * Designing and Developing |  | * Strength * Area for improvement |

**Feedback/Feedforward Chart**

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| --- | --- | --- |
| Student Comments | Feedback:  “This time, I did….”  In comparing my work to the criteria above, these are my **strengths**: | Feedforward:  “Next time I will…”  In comparing my work to the criteria above, these are **areas I need to focus attention on** and improve next time: |
|  |  |

1. It’s up to the school to decide and voice what citation format they prefer. [↑](#footnote-ref-1)