

When I Dance
5th Grade Counselor - ELA

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Materials:

- [When I Dance Handout](#)
- [PowerPoint](#) with video of Chris Parrish (Supaman)
- [Video link](#) - stop at 2:18
- Lined writing paper

Objective/ "I can" statement

During this lesson, students will be exploring their identity and the identity of others.
Students read the poem "When I Dance" by Chris Parrish and analyze it while

I can state, verbally and in writing, my positive personality traits.

I can recognize and show respect for individual differences.

Montana Content Standards

Example (should be located on the scales):

RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Teacher Directions:

1. Teacher will pass out a copy of "When I Dance" by Chris Parrish to each student and use the PowerPoint to project a copy of the poem to the class.
2. Teacher will state: "Today we are going to be reading a poem by Chris Parrish and looking closely at it to identify the main idea, supporting details, and how the author feels about their identity. I will read the poem to you once, then give you time to read the poem to yourself."
3. Teacher will read the poem to the class one time.
4. Teacher will say, "You have 5 minutes to read this poem to yourself. While you are reading, be thinking about the main idea of this text. What evidence do you have to support that idea?"

5. Teacher - DO NOT discuss with students that Chris Parrish also goes by Supaman and has written many hip-hop songs that combine his Native American culture with current hip-hop.
6. Give students 5 minutes to read the poem to themselves.
7. Have the students turn to a shoulder partner to discuss what they believe to be the main idea of the text. Use PAX sticks to call on students to share the ideas that their shoulder partner had expressed.
8. Once students have shared, ask students to identify how the author feels about his identity: what details support this belief? (Looking at his message, to share their own message.)
9. Watch the interview, stop at 2:18
10. Have students reread the poem. Did their perspective of his identity and main idea change?
11. Allow share time for students
12. Teacher states, "Today you will create your own poem similar to Chris Parrish's. You are going to think about your identity, what makes you unique, and build a poem like *When I Dance*. One way that we can describe our unique characteristics is to call them positive attributes. Looking at this poem Chris feels that being a dancer and a member of the Crow tribe is a positive attribute that has helped him be who he is today. On this paper, you will write some of the words that match your identity, your positive attributes.. What do you like doing? What makes you you? What brings you joy? What are you proud of?"
13. Teacher will prompt students to turn their paper over. On the back of their paper will be areas for students to begin to answer those questions. Below that there are sentence stems for students to use and fill in their ideas.
14. The teacher will circulate the classroom helping students to brainstorm ideas and attributes that they possess.
15. Using their attribute sheet, students will begin to fill in their own poem.
16. Allow for time to write their poems and transfer to lined writing paper.
17. In small groups, have students share their poems. Allow time for whole class sharing if any students feel comfortable.

18. Teacher says: "While listening to each other's poems are you able to learn anything new about your group mates? Does it give you any insight into their identity and how they see themselves as a person?"

19. In closing, teacher says, "Today we recognized and wrote a poem that shows how each of us is a unique individual who brings different attributes and identities to the classroom. While we are all different from each other, we are also a community. We need all of your positive attributes to help our classroom be a positive, PAX community."

Student Directions:

[Google Slides Assignment](#)

Student Directions "Using the attached slide deck, you will be reading the poem *When I Dance* and identifying the main idea, supporting details, and identify of the author. As the final project you will write a small poem that is similar to *When I Dance*. Make sure to turn in your assignment when you have finished."

Optional Extension:

Make a classroom banner idea

Include a section for students who choose to do additional learning activities.