**Critical Learning**

- Questions are central to learning.
- Taking a critical literacy stance deepens understanding.

**Curriculum Expectations**

**Listening to Understand:** Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

1.1 identify the purpose(s) of a few different listening tasks
1.2 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts
1.4 identify the important information and ideas in simple oral texts
1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
1.7 identify the perspectives and/or biases evident in simple oral texts and comment on any questions they may raise about beliefs, values, and identity

**Reflecting on Oral Communication Skills and Strategies:** Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

3.1 describe a few different strategies they used before, during, and after listening and explain which ones were most helpful

**Learning Goals (Unpacked Expectations)**

Students are able to:

- describe critical features of active listening strategies (Knowledge and Understanding)
- explain why active listening strategies are essential. (Knowledge and Understanding)
- retell/restates key ideas, i.e. analyzes, makes inferences, draws conclusions, summarizes, evaluates and asks questions with considerable thoughtfulness and accuracy (Thinking)
- interpret using critical analysis with considerable effectiveness to identify perspectives, beliefs, and values present in a text (Thinking)
- uses analysis with considerable effectiveness to identify strengths, needs, next steps, and reasons for selecting particular strategies for active listening and understanding (Thinking)
- describe a few different strategies they used before, during, and after listening and explain which ones were most helpful

**Criteria for Level 3 Performance** (Achievement Chart Category)

This lesson is preparing students to successfully meet the following criteria from the summative evaluation that follows this series of lessons:

- Describes critical features of active listening strategies (Knowledge and Understanding)
- Explains why active listening strategies are essential. (Knowledge and Understanding)
- Retells/restates key ideas, i.e. analyzes, makes inferences, draws conclusions, summarizes, evaluates and asks questions with considerable thoughtfulness and accuracy (Thinking)
- Interprets using critical analysis with considerable effectiveness to identify perspectives, beliefs, and values present in a text (Thinking)
- Uses analysis with considerable effectiveness to identify strengths, needs, next steps, and reasons for selecting particular strategies for active listening and understanding (Thinking)

**Evaluation**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses based on watching a dialogue in a film to analyze how listening strategies are evident in a clip</td>
<td>The <a href="#">rubric</a> should be shared and/or collaboratively developed with students early in the instructional trajectory.</td>
</tr>
<tr>
<td>Reflections comparing the listening used by the character to their own strengths as listeners</td>
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<tr>
<td>Description of a time when students felt they were not listened to, and the impact this experience had on them</td>
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<tr>
<td>Responses to a listening task (e.g., listening to a podcast), including critical analysis to identify perspectives, beliefs, and values</td>
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<tr>
<td>Reflections comparing their before, during, and after strategies and identifying strengths, needs, next steps for active listening and listening comprehension</td>
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</tbody>
</table>

**Instructional Components and Context**

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Literacy Strategies</th>
<th>Assessment Tools and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Active listening strategies</td>
<td>- Jigsaw</td>
<td>- Circulate, observe, cue, provide oral feedback</td>
</tr>
<tr>
<td>- Listening comprehension strategies</td>
<td>- T-Chart</td>
<td>- Traffic Lights</td>
</tr>
<tr>
<td>- Speaker Says - I Say - And So</td>
<td>- Sort (closed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Speaker Says - I Say - And So</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Terminology</th>
<th>Collaborative Skills</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Visual</td>
<td>- Ensure equal voice by taking turns</td>
<td>- Analyze strengths, needs, and next steps for active listening and listening comprehension in a variety of contexts for a variety of purposes.</td>
</tr>
<tr>
<td>- Aural, oral</td>
<td>- Use active listening strategies</td>
<td></td>
</tr>
<tr>
<td>- Critical literacy perspective</td>
<td>- Take individual accountability</td>
<td></td>
</tr>
</tbody>
</table>
### Listening for What’s Important  Lesson 3

#### Minds On...

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Grade 9 Applied English</th>
</tr>
</thead>
</table>
| • Which do we rely on more to make meaning, observing or listening?  
• How do visual images support or conflict with aural meaning making?  
• What does it mean to fully understand what we hear?                                                                                                     | Pause and Ponder        |

**Small Groups → Jigsaw**

Students form home groups of four. Each group member randomly draws a role, e.g., civil rights activist, lawyer, parent of toddler, landlord. Roles depend on the listening text selected. Students form expert groups according to role. Expert groups brainstorm knowledge and concerns, e.g., pertaining to roles, age, experience, occupation.

Read aloud a short news report or **speech**, or play a short recording that raises current issues or provokes discussion. Groups **generate questions** individuals in their role might ask. Prompt students to create questions eliciting what *isn’t* in the text, e.g., whose perspectives are missing? What isn’t said? Groups create a T-chart to sort their questions under “open” and “closed.” Discuss purposes of different types of questions, e.g., to test knowledge, to probe, to provoke thinking. Note how the kinds of questions posed can limit or enhance listening and understanding. Read aloud or play text again. Students listen in-role for answers to questions individual in their role would ask.

In home groups students compare how understanding of members differ across roles and why.

**Whole Class → Learning Goals**

Facilitate a discussion about the effect of perspective and the roles of questions to effective listening. Share the learning goals.

Students revisit their **Listening Self-Assessment** to select two active listening or listening comprehension strategies to focus on in the lesson.

**Small Groups → Listening for Comprehension**

In their home groups, students number off 1 to 4. Play an audio recording of an expository or persuasive speech, e.g., Martin Luther King’s *I Have a Dream*. Students generate two questions they would like to ask and share these with the class.

Reach a consensus about the three most interesting questions and display in the room.

Display four familiar types of **comprehension questions**. Each student takes responsibility for one, according to the numbering off.

Facilitate a discussion of what the purpose of the questions might be, how the questions influenced their listening, whether the questions helped or hindered understanding, etc.

**Small Groups → Listening from a Critical Literacy Stance**

Display four questions one might ask if taking a critical stance toward text, e.g., What assumptions does the speaker make about the listeners’ values? What view of the world does the speaker present? Whose perspectives aren’t included?

Students select one question as a listening focus. Play the text a second time. Facilitate a discussion, e.g., how does a second listening differ from the first, how are the questions compared to the first set, which questions were most interesting.

**Consolidation**

Approximate time: 15 minutes

**Small Groups → Choosing how to listen**

Distribute a set of eight questions for a podcasts, e.g., from Me to We website. Students collaboratively **sort** questions into typical comprehension questions and critical literacy questions.

Briefly compare results from various groups.

Groups collectively decide which group of four questions they will use to structure their podcast listening. Students assume responsibility for the number that matches their number in the group.

Students listen to the podcast, and then explore the questions, all students using a **Speaker Says - I Say-And So format**. The student responsible for a particular question summarizes other students’ comments aloud after each speaks to the question, and then records the group’s synthesis of the four responses on a cue card.

Debrief, focussing on: the issues raised by considering multiple perspectives and critical perspective; the compelling connection between understanding and taking action.

**Home or Next Lesson Connection**

Analyze either questions in a textbook for one of their classes or questions used in a television interview as closed-open, comprehension, or critical. Use a I See/Hear-I Say-And So format to think about and draw conclusions.

**Materials**

News report for read aloud or recording  
Audio recording of a speech  
Podcast

**Connections Menu**

Rubric  
Connecting Practice and Research:  
- Listening Guide  
- Taking a Critical Perspective

A→L Circulate, observing and providing support as needed
### Connections Menu

- Rubric
- Connecting Practice and Research: Listening Guide
  - Taking a Critical Perspective

### Minds On ...
- Speeches
- Generating Questions

### Action!
- Questions

### Consolidate ...
- Speaker Says-I Say-And So
## LISTENING RUBRIC

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Level 4 Advanced</th>
<th>Level 3 Proficient</th>
<th>Level 2 Developing</th>
<th>Level 1 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of listening comprehension strategies (connecting, visualizing, questioning, monitoring, summarizing, inferring)</td>
<td>thoroughly describes critical features of active listening</td>
<td>describes critical features of active listening</td>
<td>describes some critical features of active listening</td>
<td>describes a couple of critical features of active listening</td>
</tr>
<tr>
<td>Understanding of active listening strategies</td>
<td>thoroughly explains why active listening strategies are essential</td>
<td>explains why active listening strategies are essential</td>
<td>explains why active listening strategies are important</td>
<td>gives a reason why active listening strategies are important</td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of processing skills to make meaning of oral text</td>
<td>retells/restates key ideas, i.e., analyzes, makes inferences, draws conclusions, summarizes, evaluates and asks questions with a high degree of insight and thoroughness</td>
<td>uses analysis with a high degree of effectiveness to identify strengths, needs, next steps, and reasons for selecting particular strategies for active listening strategies and listening comprehension</td>
<td>uses analysis with considerable effectiveness to identify perspectives, beliefs and values present in a text</td>
<td>uses limited analysis to identify some strengths, needs, next steps, and reasons for selecting particular strategies for active listening strategies and listening comprehension</td>
</tr>
<tr>
<td>Use of self-reflective thinking process of meta-cognition</td>
<td>uses analysis with a high degree of effectiveness to identify strengths, needs, next steps, and reasons for selecting particular strategies for active listening strategies and listening comprehension</td>
<td>uses analysis with considerable effectiveness to identify strengths, needs, next steps, and reasons for selecting particular strategies for active listening strategies and listening comprehension</td>
<td>uses analysis with some effectiveness to identify strengths, needs, next steps, and reasons for selecting particular strategies for active listening strategies and listening comprehension</td>
<td>uses limited analysis to identify some strengths, needs, next steps, and reasons for selecting particular strategies for active listening strategies and listening comprehension</td>
</tr>
</tbody>
</table>
Connections Menu

Taking a Critical Perspective
Reflect on the following while preparing this lesson, and keep these issues in mind as a background context.

Barbara Comber writes, “If you only knew about literacy from being in this classroom, what would you think it was for?”

Peter B. Mosenthal argues that too often school teaches adolescents to be reporters of other people’s information and that adolescents, in particular, need to create their own meanings, and “write” their own lives.

Pam Green writes, “The literate individual is someone who knows that there is more than one version available, and that what one is reading, or is given to read, represents both a selection and an abstraction from a larger context.”

For more, see Differentiated Instruction for Literacy GAINS
Minds On...

Speeches
Many generic, informational, and persuasive speech samples are available online. Search "speeches samples."

Generating Questions
Developing Thinking Skills Through Higher Order Questioning, Think Literacy Library,
Resources, Think Literacy Cross-Curricular Approaches, Grades 7-12
Questions
Sample comprehension questions based on *I Have a Dream* could include:
- What phrases are repeated? Why?
- How does King engage his audience?
- What does King mean when he says, “drinking from the cup of bitterness and hatred”?
- What is the main idea or theme?

Questions for Critical Literacy
- Who is most likely to listen to the speech?
- Who benefits from the speech?
- What are the values and beliefs of the speaker?
- What assumptions about the listeners does the speaker make?
- How does the speaker try to influence the listeners?
- Whose perspectives are not presented in the speech?
- Does this information agree with what I already know?
- What action should I take as a result of hearing this speech?

Generic Examples of Powerful Questions for Critical Literacy
- Who created/produced the text? How do we know?
- What does the author want the reader to know? How do we know?
- What assumptions does the author make about the reader’s beliefs, values, and knowledge? How do we know?
- What view of the world does the text convey? Why do we think this?
- What points of view and perspectives are missing? Why?
- What information has been left out? Why?
- Who is most likely to read and benefit from this text?
- What knowledge of the world beyond the text is necessary in order to make sense of the text?
- Is the text fair? Why or why not?
- If another version of the text could be created to represent omitted perspectives, what would it look like?
- What is the relationship between power and text?

For more, see Differentiated Instruction for Literacy GAINS
Consolidate

**Speaker Says - I Say - And So**

This is an adaptation of the *It Says - I Say - And So* strategy, *Think Literacy Subject-Specific Examples*: Language/English, Grades 7-9, pp. 2-7.