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| **Standard**:  9.T.T.1.b Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author’s purpose.  **9.T.T.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.**  **9.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.**  9.P.CP.2.a Communicate clearly to present ideas, information, and texts.  **9.T.SS.1.a Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience.**  **9.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.**  9.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text’s purpose.  9.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts.  9.T.T.1.b Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author’s purpose.  **9.T.T.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.**  **9.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.**  9.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.  **9.T.SS.1.a Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience.**  9.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.  **9.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.**  9.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.  9.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text’s purpose.  9.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.  9.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.  9.T.SS.1.d Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | I am learning how to evaluate poetic techniques used in a poem to develop a theme.  I can identify a theme.  I can evaluate what poetic techniques were used to develop the theme. | What is the speaker explaining in lines 29-38?   1. He is explaining why the assignment is a problem. 2. He is explaining how he and the instructor are connected. 3. He is explaining how different he is from the instructor. 4. He is explaining why it is important to write a certain way. | A **theme** is a message about life or human nature that an author wants to convey. A theme can be specific to a poem or story, or it can be a **universal theme**, such as “Jealousy can ultimately destroy love”. Writers rarely state a theme directly; instead, readers must make inferences, or logical guesses, about the themes expressed in a text.   * A theme is different from the topic of a poem. A topic refers to general subjects that a poem is about—for example, nature. Theme refers to a message the author wants to convey about nature. * Poets use their own experiences, as well as events in the outside world, to inspire their poetry and develop their themes. * Understanding a poet’s background can help you determine the messages and insights the poet wants to share. * A poem may contain more than one theme. Analyzing the language, tone, and imagery will help you understand theme in a poem.   Be alert for ideas or symbols that are repeated. |  | With a different partner from yesterday, reread “Theme for English B” by Langston Hughes.  Answer the following questions:  -After re-reading lines 25-36, what lines would support the message about people in America?  -What inference can you make about a universal message, or theme, expressed in lines 25-36?  (-What repeated phrases in lines 30-41 help you infer the theme of the poem?) |  | Select **two** sentences that best describe themes developed in this poem?  **A**It takes time and experience to truly understand who we are.  **B**There is only one version of any truth.  **C**Race has little to do with opportunity.  **D**Being American is about having one joint identity.  **E**We can all learn something from one another. |
| **Tuesday** | I am learning how to analyze how the use of figurative language contributes to the development of meaning, and tone.  I can identify an example of figurative language.  I can explain how that figurative language contributes to the theme or the tone of the poem. | Below is a list of topics found in “Theme in English B”. Pick one and change it into a thesis statement. Remember, a thesis statement (or thesis) is what the speaker is telling us about that topic.  Topic choices: truth, identity, communication | Figurative Language  -personification  -metaphor |  |  | One Pager:  -title and author  -theme  -tone  -example of figurative language from the poem  -two pictures (represent the figurative language, theme, or tone) | In the title, the word *theme* refers to-   1. A course that is offered at the college 2. An important idea or message in the poem 3. An attitude the writer has toward the speaker 4. The page the instructor asks the speaker to write. |
| **Wednesday** | The Vietnam Wall | How much do you know about the Vietnam Veterans Memorial?  List three things you think are true and three questions you have. | History and needed information for “The Vietnam Wall”  <https://www.youtube.com/watch?v=361JXun9SW8> |  |  |  | Go back to your warm up and add anything knew you learned about the Vietnam War. Did any of your questions get answered? |
| **Thursday** | I am learning how to analyze how the use of figurative language contributes to the development of mood.  I can identify and analyze the author’s use of figurative language.  I can identify the author’s intended mood based on his figurative language. | Many visitors to the Vietnam Veterans Memorial experience strong emotional reactions. Others are inspired to reflect on the war and its legacy. Natural wonders, such as the Grand Canyon or a stunning waterfall, can inspire the same responses.  Describe (try figurative language) or draw (add a caption) an image of a human-made or natural object or place that moves you.  What about that object or place contributes to your emotional response. |  | Read: The Vietnam Wall by Alberto Rios (pg. 154)  Re-read lines 1-14  -The speaker says he likes the wall, but what do the metaphors suggest about how he really feels? | Jigsaw:  1-11, 12-29, 30-43  Focus on the setting, what the speaker sees, and how he feels. |  | What is the overall mood, or feeling, of the poem? |
| **Friday** | I am learning how to analyze and compare images to a poem.  I can identify similarities between a poem and an image.  I can make connections between an image and a poem and their mood. | Which metaphor does the author use to describe the structure of the memorial?   1. An appendectomy scar 2. The lines of names 3. An alphabet 4. The name Severiano Rios | Maya Lin, Vietnam Veterans Memorial  <https://www.youtube.com/watch?v=wuxjTxxQUTs>  HMH video: Views of the Wall (if HMH works, otherwise I’ll look for more images)  Use Ms. Dunn’s personal pics of the memorial |  | Question 7 (pg.160)  What are the similarities and differences between presenting ideas in a photograph versus a poem? What does each emphasize or leave out?  (Graphic Organizer/chart on page 160) |  | Show: Reflections by Lee Teter  Look back at the poem, what line would match up with this image?  Reflections by Lee Teter - Art Print Military Vietnam War Veterans Memorial  Wall - (Overall Size: 16x20) (Image Size: 12x16) |

*\*key literacy strategies*