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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.**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
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| **Monday** | I am learning how to determine the tone/meaning of a poem.I can look at word choice to help determine theme.I can identify a theme in the poem. | Look at the title: “Without Title”What meaning does the word *title* have?What title might the speaker’s father have had to describe his occupation or authority? | Peer Coach Video: Analyzing Themes in Literary Works(Analyze Theme Poster-HMH) |  | Re-read “Without Title” lines 1-8. What is repeated in those lines? How do these references tell us about her father’s heritage?OrQuestion #2 from Assessment Practice (page 43) | Re-read lines 18-22.What details make a connection between the father’s past and present?What theme do these connections point toward?Or Question #3 from Assessment Practice (page 43) | What is the meaning of the subtitle, “for my Father who lived without ceremony”? What is missing from the father’s life? |
| **Tuesday** | I am learning to analyze and interpret a work's poetic techniques by engaging with them creativelyI can understand the tone/meaning of imagery/symbolism in "Without Title"I can represent/add to the symbolism/Imagery through the creation of multimodal texts | Pick what you think is the strongest/most effective image/symbol in "Without Title." What makes this image so effective? |  |  |  | Without Title Creative Choices:1. Create a visual depiction of what the speaker's father has lost. 2. Write a short narrative from the perspective of the father going to work in the stockyard. 3. Write a poem from the perspective of the father showing how he sees his own life | Explain how your creation illustrates the tone and meaning of "Without Title“. |
| **Wednesday** | I am learning how to interpret poetry and support my interpretations with evidence from the textI can interpret a poem's meaning by analyzing the speaker. | Is a mirror’s depiction an accurate reflection of who you are? When you stand in front of a mirror, what aspects of you does the mirror reflect, and what aspects does it miss? |  |  | Read Mirror and then answer the following questions with a partner.1. What words in the first stanza help you identify and understand the speaker?
2. Why does the speaker claim “I am not cruel, only truthful”? Do you think the speaker is cruel? Why or why not?
3. What does the mirror compare itself to in the second stanza?
4. How do images from nature change the way you think of the mirror?
 |  | The mirror describes itself as “silver and exact” and says that it has “no preconceptions” and then says it is “unmisted by love or dislike”.How is the mirror-an object- distinguishing itself from people? How might a person react differently to someone’s appearance? |
| **Thursday** | I am learning how to interpret poetry and support my interpretations with evidence from the text.I can interpret a poem's meaning by analyzing the poetic techniques used by the author. | What is the best way to understand oneself? |  |  | Mirror by Sylvia Plath JigsawGroup 1: lines 1-4Group 2: lines 5-8Group 3: lines 9-12Group 4: lines 13-15Group 5: lines 16-18Each group will answer the following question:*What is this section trying to tell us/teach us? How do you know? (evidence)*​ |  | What is the overall theme for the poem? |
| **Friday** | I am learning how to show my knowledge of poetic techniques.I can interpret a poem's meaning by analyzing the poetic techniques used by the author. | What does the “terrible fish” in line 18 represent?* 1. The mirror’s anger toward the women
	2. Society’s overemphasis on appearances
	3. The reality of growing old
	4. The sadness the young girl feels
 |  |  |  | Mirror “Quiz”-test prep (timed questions) | Choose one to answer:1. What is one possible theme of this poem, and how does the author convey that theme using figurative language?
2. What is the tone of this poem, and how do two lines in particular help create this tone?
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*\*key literacy strategies*