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| **Standard**: Standards: 10.T.T.4.a, 10.P.AC.1.b, 10.T.SS.2.a, 10.T.C.1.c, 10.P.EICC.4.a, 10.P.AC.3.d, 10.P.CP.2.b, 10.P.CP.1.b  **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 about satire so I can recognize how authors use humor, irony, or exaggeration to criticize serious topics like war.  I can identify at least one satirical element in the poem | Copy down the following word and definition:  **Satire**-is the art of making someone or something look ridiculous, raising laughter in order to embarrass, humble, or discredit its targets. |  | **Example of Satire Videos:**  <https://www.youtube.com/watch?v=i2kVWLorLVE&list=PLwA788kYDSrWopSodWYaRyxafXb9Hxlji&index=2>  <https://www.youtube.com/watch?v=bir1tUxP2_U&list=PLwA788kYDSrWopSodWYaRyxafXb9Hxlji&index=3> | **Read: The War Works Hard by Dunya Mikhail**   1. What is the tone of the poem? Use textual evidence to support your thinking. 2. Who is the target of the satire? Use textual evidence to support your thinking. |  | Is this poem for or against war? How do you know? |
| **Tuesday** | I am learning about figurative language so I can explain how authors use comparisons, personification, and connotative language to shape meaning and tone.  I can find examples of figurative language in the text | Match figurative language terms to examples  -personification, metaphor, extended metaphor |  |  | Collaborative Chart: Device | Evidence | Effect. | Mini-Write: Paragraph explaining how one device strengthens the theme | What is one example of figurative language and its effect on the poem. |
| **Wednesday** | I am learning about figurative language so I can explain how authors use comparisons, personification, and connotative language to shape meaning and tone.  I can compare satirical tone to a non-satirical war text | Read the poem on the right and decide what the tone is (use your tone wheel) and how do you know (evidence from the poem).  “The Hero” by Siegfried Sassoon |  |  | Pick one of the following questions to answer:  \*Explain how the poet uses personification to express a theme in “The War Works Hard”.  \*What specific comparison is made in lines 22-23, “sows mines in the fields/and reaps punctures and blisters”? How does this comparison fit into the extended metaphor that spans the entire poem?  \*Reread the last three lines of the poem. How does the author use irony to create a contrast with readers’ expectations? How does this irony relate to the theme or message of the poem? | Complete the Language from poem/surface meaning/ironic meaning chart | War is described as “eager/and efficient” in lines 2-4 because…   1. Sirens can alert people to danger immediately 2. War destroys people and cities very effectively 3. A nation’s economy thrives during wartime 4. People embrace war to defeat their enemies |
| **Thursday** | I am learning about how to apply poetic techniques so I can create an original piece that uses figurative language and satire to communicate a clear purpose.  I can use at least one figurative device and one satirical element in my own writing ·  I can make sure my tone matches my intended message | “It inspires tyrants/to deliver long speeches,/awards medals to generals/and themes to poets.” (lines 30-33)  The above piece of figurative language is an example of what?   1. Extended metaphor 2. Simile 3. Personification 4. Metaphor   What does the word “themes” mean in that line? |  |  | Brainstorm:  Based on the poem and our own knowledge of war. What groups are impacted by war. | Group Chat:  The poet personifies war, making it easier to imagine people interacting with it. Create a social media group chat between the war and the individual people it affects. The messages should reflect both the content of the poem and the individual people’s responses to the war.  \*You must use at least one piece of figurative language (one that you create) and make sure the tone matches your message. | 1. Which of the following ideas is expressed in “The War Works Hard”?  A. War produces an equal number of positive and negative outcomes.  B. People in democratic societies can avoid getting involved in wars.  C. No one understands the reasons that a nation goes to war.  D. A few people benefit from war while everyone else suffers.  2.Select **two** quotations that provide relevant support for the answer in Part A.  A. “Early in the morning,/it wakes up the sirens”  B. “[It] summons rain/from the eyes of mothers”  C. “It produces the most questions/in the minds of children”  D. “[It] awards medals to generals/and themes to poets”  E. “[It] provides food for flies,/adds pages to the history books” |
| **Friday** | The War Works Hard |  |  |  |  |  |  |

*\*key literacy strategies*