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| TITLE OF LESSON  A Close Reading of Emily Dickinson’s Poetry | CURRICULUM AREA & GRADE LEVEL  English 11 College Prep  Lesson 8 in a 3-week Unit on Realism | | DATE OF LESSON  October 30, 2013 |
| CA CONTENT STANDARD(S) ADDRESSED  RL 11.5: Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. | | CA ELD STANDARD(S) ADDRESSED  B. Interpretive, Reading/viewing closely / Emerging / 6). Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words. | |
| BIG IDEA ADDRESSED  From the moment Emily Dickinson’s poems were gathered and published, she has been a part of the American canon of great poets. For her time, her language, rhythm, and punctuation were totally unique—but so was her lifestyle. The Big Idea here is, a the core, a true American ideal—the story of a woman who was unafraid to go her own way, to sit beside her soul and examine the world through the poetic lens. | | ESSENTIAL QUESTIONS ADDRESSED   * Do you think Emily Dickinson didn’t know how to act like a “normal” person – or do you think that she just didn’t *want* to? * Was Emily really nuts, or was she just living her life her way, no matter what anybody else thought? * Who is the speaker of the poem (Hint: it’s not Dickinson), and who is the intended audience? * What is the occasion of the poem? * What is the purpose of the poem, and how is it achieved? | |
| OBJECTIVE(S) OR LEARNING GOAL(S)—  After close-reading selections of Emily Dickinson’s poetry many times over and annotating for theme/literary devices, students will be able to explain how the structure of the pieces read contribute to the author’s purpose and occasion for the poem.   * Cognitive * Affective * Language Development | | ASSESSMENT(S)—   * Formative (progress-monitoring) | |
| PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL  Lots of students seem to be afraid of poetry, falsely thinking that they have to “get” the poem. This fear may inhibit their ability to think clearly. Hopefully, but deconstructing the process of close reading, this can be eliminated. Some other students may be naturally apathetic or shy, but hopefully by including media and making this poetry relevant to student life this will be minimized. Finally, the spirit of the poetry read could make some very uncomfortable, but it could also be incredibly bonding! | | | |

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| INSTRUCTIONAL STRATEGIES   |  |  |  | | --- | --- | --- | | STEPS | LEARNING STYLE(S) | REASONS/RATIONALES | | **Anticipatory Set**   1. Teacher opens lesson with a PowerPoint presentation on details about Emily Dickinson’s life. (PPT Attached). 2. Teacher shows YouTube of the poem, “I Heard a Fly Buzz When I Died” for dramatic demonstration. 3. Continue with PowerPoint presentation, outlining more details about Emily.   **Instruction**   1. Have the class engage in a Think-Pair-Share: Do you think Emily Dickinson didn’t know how to act like a “normal” person – or do you think that she just didn’t *want* to? Was Emily really nuts, or was she just living her life her way, no matter what anybody else thought?   **Guided Practice**   1. Introduce the concept of close reading, continuing with PowerPoint presentation. 2. Model for students how to conduct a close-reading on document camera. Use “Success is counted sweetest.”   **Guided & Independent Practice**   1. Explain close-reading more deeply now that the students have witnessed a model of how to close-read. The PowerPoint provides the guidance. Ask students to take notes on how-to tips for close-reading. 2. As the presentation continues, work with close-reading the poem “Hope is the thing with feathers.” Pause at every step of close reading. Have the students work individually on completing the close-reading as a class.   **Closure**   1. Click to “Spirit of Poem” slide on PowerPoint as explain to the class that we will be raising the spirit of the poem, so to speak, as a class. 2. Read the rules to the class or choose volunteers to help read the rules. 3. Complete the “Spirit of the Poem” read around as a class.   **Transfer**   1. Using PPT, show parody comic of Emily Dickinson’s death poem. 2. Have students write down the close-reading resource, Purdue Online Writing lab. 3. Let students know when Dickinson died and share some of her famous quotes and sayings (on PPT). 4. Tell students to be prepared to be introduced to Walt Whitman for Friday’s lesson. | Audio  Visual  Intrapersonal  Interpersonal  Verbal  Kinesthetic  Visual  Intrapersonal  Audio  Intrapersonal  Audio  Visual  Kinesthetic  Audio  Verbal  Intrapersonal  Interpersonal  Audio  Visual | Introduce author, provide context for the poetry, provide a “hook” for today’s lesson.  To connect to the Big Ideas & Essential questions for today (i.e., to explain why we are learning about Dickinson at all).  To provide a model for students to see how close-reading works internally, cognitively.  To allow students to practice close-reading techniques with the teacher. Teacher is able to check for understanding.  To have the class internalize the poem in a creative way and connect back to the Big Ideas/Essential Questions for the lesson.  To close today’s lesson and open the next in the same breath. Also to provide resources to students who would like more guidance/information on close-reading techniques. | | STUDENT ACTIVITIES   |  |  |  | | --- | --- | --- | | STEPS | LEARNING STYLE(S) | REASONS/RATIONALES | | **Anticipatory Set**   1. Students listen and watch an intro to today’s lesson with a PowerPoint presentation on details about Emily Dickinson’s life. (PPT Attached). 2. Students watch the YouTube of the poem, “I Heard a Fly Buzz When I Died” for dramatic demonstration. 3. Students continue to view PowerPoint presentation, outlining more details about Emily.   **Instruction**   1. Students engage in a Think-Pair-Share: Do you think Emily Dickinson didn’t know how to act like a “normal” person – or do you think that she just didn’t *want* to? Was Emily really nuts, or was she just living her life her way, no matter what anybody else thought? Students write their thoughts & share.   **Guided Practice**   1. Students watch the teacher introduce the concept of close reading. 2. Students watch teacher model how to conduct a close-reading on document camera. Use “Success is counted sweetest.”   **Guided & Independent Practice**   1. Students listen to the teacher explain close-reading more deeply. Students \take notes on how-to tips for close-reading. 2. As the presentation continues, work with close-reading the poem “Hope is the thing with feathers.” Pause at every step of close reading. Have the students work individually on completing the close-reading as a class.   **Closure**   1. Students listen to the teacher explain the spirit of the poem activity to the class. 2. Students listen to the teacher read the rules to the class or student volunteers help read the rules. 3. Students complete the “Spirit of the Poem” read around as a class.   **Transfer**   1. Students observe the parody comic of Emily Dickinson’s death poem. 2. Students write down the close-reading resource, Purdue Online Writing lab. 3. Teacher lets students know when Dickinson died and share some of her famous quotes/sayings (on PowerPoint). 4. Teacher tells students to be prepared to be introduced to Walt Whitman for Friday’s lesson. | Audio  Visual  Intrapersonal  Interpersonal  Verbal  Kinesthetic  Visual  Intrapersonal  Audio  Intrapersonal  Audio  Visual  Kinesthetic  Audio  Verbal  Intrapersonal  Interpersonal  Audio  Visual |  | |
| INFO ABOUT ENGLISH LANGUAGE LEARNERS   * Anghelica Azucar   + *Readiness*: 3 – Intermediate   + *Interests*: Fashion/make-up, family   + *Learning Profile*: Intuitive/sensing * Vianney M. Collazo   + *Readiness*: 3 – English Learner   + Interests: Travel, meeting new people   + Learning Profile: Interpersonal, kinesthetic * Hugo Chavez   + *Readiness*: 3 – Intermediate   + *Interests*: Music   + *Learning Profile*: Introvert, independent practice * Monica Olozgaste   + Readiness: 5 – Advanced   + *Interests*: Shopping, swimming   + *Learning Profile*: Interpersonal, audio * Esther Mena   + *Readiness*: 3 – Intermediate   + *Interests*: Church, relaxing   + *Learning Profile*: Collaborative, social * Mayra Valdovinos   + *Readiness*: 3 – Intermediate   + *Interests*: Dance   + *Learning Profile*: Interpersonal, audio * Victor B. Corona   + *Readiness*: 4 – Early Advanced   + *Interests*: Church, politics.   + *Learning Profile*: Interpersonal, audio-kinesthetic * Catarina Gaspar   + *Readiness*: 4 – Early Advanced   + *Interests*: Reading, cooking   + *Learning Profile*: Introvert, visual * Tony Lopez   + *Readiness*: 4 – Early Advanced   + *Interests*: Music   + *Learning Profile*: Introvert, independent practice. * Jorge A. Mangana Palacios   + *Readiness*: 4 – Early Advanced   + *Interests*: Skateboarding, extreme sports   + *Learning Profile*: Interpersonal, audio-kinesthetic. * Gabriela Mendiola   + *Readiness*: 5 – Advanced   + *Interests*: Cooking, church   + *Learning Profile*: Intrapersonal, visual * Kenet Talavera   + *Readiness*: 5 – Advanced   + Interests: Drawing   + Learning Profile: Intrapersonal, independent practice, audio-visual * Maria D. Villegas   + *Readiness*: 5 – Advanced   + *Interests*: dance, food   + *Learning Profile*: introvert, visual/audio | INFO ABOUT STUDENTS W/ SPECIAL NEEDS   * Emme Stone (504 Plan)   + ADHD   + Bi-Polar Disorder   + Incredibly sweet and respectful.   + Interests: Agriculture program @ EHS, choir/singing, going to church/youth group. * Giselle A. Viramontes   + Special Ed   + Always happy, smiling, prefers working alone.   + Has a lot of questions.   + Trouble getting up in the morning (affects attendance).   + *Interests*: poetry * Vicente Rivera   + Special Ed   + *Very* quite, motivated student. Funny and quirky, even in his writing.   + *Interests*: Skateboarding, drawing. |

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| DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS—   * *Content*: Students will learn the same content as the rest of the class. When these students are asked to close-read, they may choose different words, or even more words. * *Process*: I will approach these students to make sure they are not stuck on any steps for close reading. I will make sure these students contribute to the spirit of the poem read along by letting them know that they will be called on well in advance. During Think-Pair-Share, I will let them know well in advance I want them to share. * *Product*: Students will produce the same product as the rest of the class (an annotated poem & their Think-Pair-Share thoughts). | DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS—   * *Content*: Students will learn the same content as the rest of the class. When these students are asked to close-read, they may choose different words, or even more words. * *Process*: I will approach these students to make sure they are not stuck on any steps for close reading. I will make sure these students contribute to the spirit of the poem read along by letting them know that they will be called on well in advance. During Think-Pair-Share, I will let them know well in advance I want them to share. * *Product*: Students will produce the same product as the rest of the class (an annotated poem & their Think-Pair-Share thoughts). |
| RESOURCES   * *PowerPoint presentation* * *Students need a blank sheet of paper/binder paper* * *Writing utensils* * *Document camera, projector, screen* | REFLECTION  Not applicable; this lesson has not been taught yet. |

**Single Subject Lesson Design Rubric**

**Name : Marina Skendzic // Lesson Title: Close Reading Emily Dickinson // Nov. 2013**

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| **Design Component**  **& Criteria** | **Approaching** | **Meets**  (includes the criteria for Approaching) | **Exceeds**  (includes the criteria for Approaching & Meets) |
| **Title, Curriculum Area, Grade Level & Date**  5% | Provides a title that is related to the lesson activity | & addresses the unit it belongs to and in what curriculum area and grade | & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization. |
| **Rationale: Big Idea & Essential Questions**  10% | Describes the rationale for teaching this lesson (*big ideas, enduring understandings, essential questions*) … | & addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson… | & explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning. |
| **Standards, Objectives & Assessment**  25% | Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria and is assessed | & each objective is labeled by the type (*cognitive, affective, psychomotor or language*) and the number of the standard it addresses and the type of assessment is labeled (*diagnostic, formative or summative*) | & expectations are clearly communicated to students (rubric, model or student work) |
| **Predication of Likely Difficulties**  5% | Possible misconceptions or assumption are identified | & the misconception or assumptions are identified as being in the content, process or product of the lesson | & the instructional strategies, student activities &/or the differentiation strategies work to avoid these misconceptions or assumptions |
| **Instructional Strategies**  15% | Provides an *into*, *through* and a *beyond* activity for lesson… | & describes in detail the steps the teacher will take to implement the lesson and instructional materials (i.e. graphic organizer, ppt, model, rubric)… | & provides a written script for teacher and times for each activity. |
| **Student Activities**  10% | Describes what the students will do during the *into*, *through* and *beyond* activity of the lesson… | & each activity is student centered with multiple opportunities for the instructor to check for understanding… | & provides times for each activity. |
| **Student Information**  10% | Identify the names of the students that need differentiation (both ELL & Students w/ Sp Ed needs) | & describe each of the students readiness level, learning profile and interests | & includes prior successful differentiation strategies for each student. |
| **Differentiation**  10% | Describes the differentiation strategy for the ELL and the students with special education needs … | & labels the strategy (*content, process or product*) and the way it addresses the students identity and developmental needs (*readiness, interest or learning profile*)… | & provides how the strategy will be assessed for effectiveness and altered if needed. |
| **Resources**  5% | All instructional materials needed to implement the lesson are listed. | All instructional materials that are needed to implement the lesson listed and described. | & all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz... |
| **Reflection**  5% | Reflection is provided on the strengths, limitations, assessment and differentiation plan. | The reflection addresses all prompts and identifies what would be done next based on this reflection. | Reflection is complete and a new lesson is provided to address the concerns in the reflection. |
| **Self-Evaluation**  (10% will be deducted  if not included) | Provides a copy of the rubric with the lesson plan… | & highlights or circles the evaluated criteria for each lesson component… | & provides evidence for each criteria marked. |