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| **TITLE OF LESSON** Building Our Vocabulary on “The Masque of the Red Death” by Edgar Allen Poe.  | **CURRICULUM AREA & GRADE LEVEL**English 11 College Prep4th Lesson in a 3-week Unit on Romanticism/Transcendentalism.  |  **DATE OF LESSON** October 4, 2013 |
| **COMMON CORE STANDARDS ADDRESSED**RL 11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.  | **CA ELD STANDARDS ADDRESSED**Grade 11-12 Bridging: ***Analyzing language choices* –** Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as *aggressive* versus *bold*) produces nuances or different effects on the audience.  |
| **BIG IDEA ADDRESSED** Understand that developing an approach to learning new or unknown vocabulary is essential to understanding what is being read. The acquisition of new vocabulary adds a new dimension to understanding texts. Vocabulary is tightly tied to the use of literary and rhetorical devices, and a deeper understanding of it will only serve to enhance comprehension and make the act of reading, academically or otherwise, a more rewarding and enjoyable experience.  | **ESSENTIAL QUESTIONS ADDRESSED**1. How does a deeper understanding of language help you to glean more meaning from Poe’s short story?
2. How does understanding vocabulary that may be unknown to you help to pinpoint the use of literary devices (diction, imagery, etc.)?
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| **OBJECTIVE/LEARNING GOAL**Students will be able to demonstrate their understanding of new vocabulary words by filling out a graphic organizer with at least five new words and then writing a short response (2-3 sentences) on how the vocabulary words they have chosen for this activity have impacted their reading and understanding of the text.* Cognitive
* Language Development

**ENGLISH LANGUAGE DEVELOPMENT OBJECTIVE/LEARNING GOAL**EL Students will be able to demonstrate their understanding of how a writer’s choice of specific words produces different effects on the audience after choosing to look up 5 new vocabulary words (of lesser difficulty) and writing down how learning the new word has affected their own understanding of what they read. | **ASSESSMENT** A graphic organizer with three columns. In the first column, students identify a word from the text that they are unfamiliar with. In the second column, they define the word. In the third column, they examine how their understanding of the text has been enhanced by establishing a connection with the new vocabulary word and/or how the word contributes to the author’s use of literary devices. (See attached graphic organizer).* Diagnostic (entry level)
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| **PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL**Students may feel discouraged by the reading, as it is structurally a long short story. There may be too many words that they would need to look up in order for them to fully comprehend the text.  |

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| **INSTRUCTIONAL STRATEGIES**

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| STEPS | LEARNING STYLE(S) | RATIONALE |
| **Anticipatory Set (“Into”)** *5 Minutes*1. Ask students to take out a sheet of paper and something to write with.
2. Provide a Think-Pair-Share Prompt, write it on the board: Was “Masque” was a difficult read? If yes, why?
3. Identify that students will have 2 minutes to think & write down their answers.
4. After 2 minutes have passed, inform students to pair up & share their ideas with a partner for two minutes.
 | VisualAuditoryInterpersonalIntrapersonal  | This activity functions as a hook for the students to start thinking about why “Masque” was such a hard read.  |
| **Instruction (“Through”)** **–***5 Minutes*1. Debrief students on why most readers think “Masque” is hard… because of the words! Pass out graphic organizer. Explain what they are looking at.
 | AuditoryVisualIntrapersonal | To explain the activity we will be doing today, and how working on understanding how words can make reading more or less enjoyable, as well as affect how much we understand what we are reading.  |
| **Guided Practice (“Through”) –***5 Minutes*1. Demonstrate how to complete the graphic organizer by completing 1 row with the class as a whole on the document camera.
 | AuditoryVisualIntrapersonalKinesthetic | To model how to complete today’s activity. |
| **Independent Practice (“Through”)***25 Minutes*1. Instruct students to identify words that they do not recognize/know from Poe’s short story and document them on the graphic organizer.
2. Let students know they may work in pairs or independently to complete the graphic organizer.
 | AuditoryInterpersonalIntrapersonalVisualKinesthetic | To provide the time and space to complete the activity and check for understanding.  |
| **Closure –***5 Minutes* 1. Have the students reconvene as a class (if they moved desks, move back to the original class set-up).
2. Ask students to share some of their findings with the whole class. If students do not volunteer, randomly pick students to share.
 | AuditoryInterpersonal | To make meaning collectively out of the activity that was completed.  |
| **Transfer (“Beyond”) –***10 Minutes*1. Transition to transcendentalism and introduce our next text, “Civil Disobedience” by Henry David Thoreau.
2. Ask students to take some brief notes on how transcendentalism is related to romanticism (very short lecture/direct instruction).
3. Write some key facts about transcendentalism on the board.
4. Explain how a lot of the “flowery” language can be decoded by using the strategy we used today to better understand Poe’s short story.
 | AuditoryIntrapersonalKinesthetic | To move to the next text, but also to show how students can approach learning new vocabulary in the future. |

 | **STUDENT ACTIVITIES**

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| STEPS | LEARNING STYLE(S) | RATIONALE |
| **Anticipatory Set (“Into”)** *5 Minutes*1. Students take out a sheet of paper and something to write with.
2. Think-Pair-Share.
3. Write why “Masque” was a difficult read.
4. Pair up with a peer and share why “Masque” was a difficult read (or not).
 | VisualAuditoryInterpersonalIntrapersonal  | This activity gives students the chance to “vent” about a text that they likely found difficult to read due to the heavy use of high-level vocabulary. Also functions as an interlude/hook for our activity today. |
| **Instruction (“Through”)** **–***5 Minutes*1. Students listen to my rationale on why Poe’s story was hard to read.
2. Students view the graphic organizer and listen to my explanation on how they will complete it.
 | AuditoryVisualIntrapersonal | Students are debriefed on the reason for today’s activity. |
| **Guided Practice (“Through”) –***5 Minutes*1. Students listen and watch me demonstrate how to complete the organizer, copying the example from the document camera onto their own sheet.
 | AuditoryVisualIntrapersonalKinesthetic | To view a model example of how to complete today’s activity. |
| **Independent Practice (“Through”)***25 Minutes*1. Students identify words that they do not know/recognize from Poe’s short story and document them on their graphic organizer.
2. Students either work in pairs or independently to complete the graphic organizer.
 | AuditoryInterpersonalIntrapersonalVisualKinesthetic | To complete the activity at hand given the space and time frame.  |
| **Closure –***5 Minutes*1. Reconvene as a class to original positions.
2. Randomly chosen students or volunteers share their findings with the class as a whole.
 | AuditoryInterpersonal | To understand why we did this activity today. |
| **Transfer (“Beyond”) –***10 Minutes*1. Students listen to introduction of our next reading.
2. Students prepare to take some brief notes on the key facts of transcendentalism.
3. Students copy what is on the board.
 | AuditoryIntrapersonalKinesthetic | To understand how to approach learning new vocabulary in the future, and begin reading the next text. |

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| **INFO ABOUT ENGLISH LANGUAGE LEARNERS*** Anghelica (EL)
	+ Long-term English language learner
 | **INFO ABOUT STUDENTS W/ SPECIAL NEEDS** * Emme (504 Plan)
	+ ADHD
	+ Bi-Polar Disorder
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| **DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS*** Content: Student will learn the same content as the rest of the class.
* Process: I will approach the student to make sure she is able to pronounce the words she picked and that she knows how to look them up in dictionary.
* Product: Student will turn in the same graphic organizer as the rest of the class.
 | **DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS*** Content: Student will learn the same content as the rest of the class.
* Process: I will approach the student to make sure she is able to pronounce the words she picked and that she knows how to look them up in dictionary.
* Product: Student will turn in the same graphic organizer as the rest of the class.
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| **RESOURCES** * *Sheet of binder paper*
* *Writing utensil*
* *Graphic organizer (attached)*
* *Document camera*
 |  **REFLECTION**  Not applicable – lesson has not been implemented yet. |

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| VOCABULARY WORD | DEFINITION | EXPLANATION |
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Vocabulary Graphic Organizer

**Directions:** Pick one vocabulary word from the text and list each in a separate box below, `under the column: vocabulary word. Then, in the second column, write down the definition of the word. You may use a dictionary or an electronic device to look up your definition. In the third column, explain how learning what this word means has contributed to your understanding of the text. Link your understanding to any literary devices you find (for example: diction, imagery, etc.)