

Social Justice and Figurative Language in Latino Literature -9th Grade Humanities-

Overview: This will be one lesson of the unit curriculum collectively devoted to analyzing poetry through the lens of Latino poets, particularly as their respective poetic works relate to rebellion and revolution as a response to an indentified social injustice. Selected works will include those by Pedro Pietri, Reinaldo Arenas, Julia Alvarez, and Rhina Espaillat.

<p>Massachusetts State Standards</p> <p>English Language Arts Reading and Literature, Writing Strands</p>	<p>Reading Poetry - 14.5-poetry ELL Benchmark-R.4</p> <p>Identify, respond to, and analyze the effect of sound, form, figurative language, graphics, and dramatic structure of poems: Sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance); Form (ballad, sonnet, heroic couplets); Figurative language (personification, metaphor, simile, hyperbole, symbolism); And dramatic structure.</p>
	<p>Writing Poetry -19.25-Writing ELL Benchmark-W.4</p> <p>Write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language.</p>
<p>Essential Questions</p>	<p>Year Long:</p> <ol style="list-style-type: none"> 1) Who has the power to change the world? 2) Why do words matter? 3) How does religion influence people? 4) What does it take to keep ourselves safe? <p>Unit: How do various poetic devices help an author achieve his/her purpose?</p>
<p>Culminating Assessment</p>	<p>5-paragraph expository essay in which students must answer Unit Essential Question, complete with thesis and evidence from selected poems as part of unit texts.</p> <p>Prompt: What issues of social justice do 20th century Latin American poetry address in their poetry? You must discuss at least three different authors. Be sure to also discuss the various types of figurative language these authors used to convey their message on a theme of social injustice.</p>

Thursday 6.2.11	Lesson 6	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify examples of personification, metaphor, and simile in given poetic work. (Classwork) 2. Construct at least one written example of personification, metaphor, simile, and personification on a selected theme of injustice. (Exit Ticket)
		<p>Materials/Resources</p> <ol style="list-style-type: none"> a. Power Point: Figurative Language Notes b. Power Point: Author Backgrounds (w/ recording) – Presentation c. Student copies of selected poetry d. Student copies of Do Now (Poem Intro) d. Student copies of graphic organizers e. Internet Access (Quizlet) with 2-3 additional computers f. LCD Projector
	Time	<p>Agenda:</p> <ol style="list-style-type: none"> 1) <i>Poem General Analysis and Figurative Language Survey</i> 2) <i>Development (Intro and Do Now Whole-Class Review)</i> 3) <i>Mini-Lecture - Figurative Language Review and Modeling/Practice</i> 4) <i>Medial Summary: Check for Understanding</i> 5) <i>Independent Practice</i> 6) <i>Lesson Closure, HW Intro, and Exit Ticket</i>
Do Now	10 min	<p>Poem General Analysis and Figurative Language “Survey”</p> <p>Students will:</p> <ol style="list-style-type: none"> 1) Read Mercado’s <i>Going to Work</i> (Cold-Call for reading) 2) Main Idea and Injustice 3) Figurative Language survey
Activity 2	10 min	<p>Development (Intro and Do Now Whole-Class Review)</p> <ol style="list-style-type: none"> 1) Author Background 2) Essential Question Review 3) Lesson Objective - SWBAT... 4) Do Now Review <ol style="list-style-type: none"> a. Orally re-read Mercado’s <i>Going to Work</i> (Cold-Call for reading) b. Discussion: Main idea? What “social issue” (something wrong about society or traumatic event) is being discussed? c. Discussion: [What do students know?] (Can you identify any poetic devices being used to discuss this injustice?)

Activity 3	15 min	<p>Mini-Lecture - Figurative Language Intro/Review: <i>What is a metaphor, simile, and personification? How does it add to literary works?</i></p> <ol style="list-style-type: none"> 1. 5 minutes - Class Notes (Power Point) 2. 10 minutes - Learning Activity – Whole-Class Modeling <ol style="list-style-type: none"> 1) With Do Now poem, complete graphic organizer with examples of poetic devices. 2) Teacher will complete 1 example to orally model how poem analysis should look in addition to written example 3) Students will work individually to complete one more example on graphic organizer using Do Now poem. (Teacher will circulate and check for understanding) 4) 2 minute-marker: With 2 minutes remaining, students who are done will compare their answers with other students.
Activity 4	8 min	<p>Medial Summary: Check for Understanding (Figurative Language)</p> <ol style="list-style-type: none"> 1. Review graphic organizer. Cold-Call 2 students for examples of a type of figurative language. 2. Discussion: Cold-Call 2 students for follow up: <i>Why</i> is [insert selected example from poem previously identified by student] a metaphor/personification/simile/onomatopoeia/alliteration? 3. Introduce Pedro Pietri (Video Clip of Pietri reading <i>Puerto Rican Obituary</i>) to set up individual poem analyses.
Activity 5	11 min	<p>Independent Practice (Individual)</p> <p>-Students will complete remaining part of chart drawing on individual analysis of remaining poems (Pietri and Espaillat) in packet (identifying figurative language).</p> <p style="text-align: center;">Differentiated Instruction and/or Accommodations</p> <p style="padding-left: 40px;">-Quizlet (poetic devices and terminology, etc.) - This online tool might be used to allow students to review types and examples of figurative language reviewed in class before moving on to identifying examples in selected works.</p> <p style="padding-left: 40px;">-Challenge “Row” – Students who find it simple to identify figurative language might go on to explain how figurative language adds to poem. By creating an “extra column row” in their own notebooks, students can discuss the literal meanings of the figurative language examples used (1-2 sentences) and the affect this use of figurative language could have on the audience.</p>

<p>Lesson Closure</p>	<p>7 min</p>	<p>Lesson Closure, HW Intro, and Exit Ticket</p> <ol style="list-style-type: none"> 1. 3 min: Cold-call students to identify and explain what metaphor, simile, and personification are. (Cold-call another student to give an identified example selected from poetry packet and recorded on their graphic organizers.) 2. 2 min: What do the poems we have read today have in common? (Latino authors identifying and critiquing social injustices) 3. 2 min: Introduce HW assignment. 4. Exit Ticket: Students will come up with a short, original example of type of figurative language identified by teacher. (Select whichever type of figurative language seem to be giving students most difficulty throughout lesson).
<p>Homework</p>	<p>Options:</p> <p>[Differentiation]</p> <ol style="list-style-type: none"> 1. Vocabulary Practice (Quizlet) or flash card development with “Study Contracts” 2. Writing 4-5 examples of isolated figurative language examples (metaphor, simile, personification) 3. Original Poem (Theme: Modern day topic on selected social injustice of students’ choice with incorporation with at least 3 examples of figurative language reviewed) 	

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