

**Direct instruction: Team Teaching**

Teacher(s):  Camryn Curtis, Taylor Hollcroft, Justin Sand, Noah Smith	Subject:  English
<p>Standard(s): <b>Common Core, Arizona Career and College Ready Standards, ISTE Standards apply to this lesson</b></p> <ul style="list-style-type: none"><li>• 11-12 RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li><li>• 11-12 RL.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. (Include Shakespeare as well as other authors.)</li><li>• 11-12 RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</li></ul>	
<p>Objectives (Explicit): <b>Use Bloom's verbiage and "formula"</b></p> <ul style="list-style-type: none"><li>• Students will be able to interpret a poem in two ways, with and without knowing the historical context of the poem, by using the think-pair- share method.</li><li>• Students will be able to justify their interpretations of the poem by citing 2 or more textual evidence and poetic devices for each interpretation.</li></ul>	
<p>Evidence of Mastery (Measurable): <b>An actual "product" /Include an explanation of how you are going to grade/grading tool? (rubric, checklist, etc.)</b></p> <p>Students will compose 3-5 sentences showing the changes in their interpretations of the poem on a Google Form before they leave the classroom. They will answer the question, "What was your final interpretation of the text, and how did it change from your initial interpretation? (3-5 sentences, provide 2 pieces of evidence)."</p> <p>Additionally, they will answer the question, "Which of these CAN contribute to the meaning of a text? (Check all that apply.)" The potential answers are:</p> <ul style="list-style-type: none"><li>○ What the text says</li><li>○ What the author meant (known)</li><li>○ What the author meant (unknown) ---incorrect</li><li>○ What the reader interpreted</li><li>○ What other readers interpreted</li><li>○ Historical, social, political, artistic, etc. context</li></ul>	

Students will have the option of using voice-to- text in their answers in order to differentiate for better verbal than written communicators. There will also be an adequate amount of time provided to complete the assignment in order to accommodate various working speeds.

Rubric:

The student identified at least one change in their interpretation over the course of the lesson, or explained and justified the absence of change.	/5
The student explained their final interpretation of the text.	/5
The student provided at least 2 pieces of evidence to support their final interpretation.	/5
The student selected all the correct potential answers. (one point granted for each correct selection, 2 points taken for an incorrect selection)	/5
Total:	/15

Sub-objectives, SWBAT (Sequenced from basic to complex): **Content and Language objectives – action verbs such as write, list, highlight, etc.)**

- Students will be able to demonstrate that they understand the concept of ‘the death of the author’ by writing 3-5 sentences of reflection on how their interpretations changed over the course of the lesson.

<p>Key vocabulary:</p> <table> <tr> <td>Alliteration</td> <td>Motif</td> </tr> <tr> <td>Allusion</td> <td>Onomatopoeia</td> </tr> <tr> <td>Analogy</td> <td>Point of View</td> </tr> <tr> <td>Asyndeton</td> <td>Rhyme Scheme</td> </tr> <tr> <td>Cacophony</td> <td>Rhythm</td> </tr> <tr> <td>Connotation</td> <td>Setting</td> </tr> <tr> <td>Consonance</td> <td>Simile</td> </tr> <tr> <td>Denotation</td> <td>Stanza</td> </tr> <tr> <td>Hyperbole</td> <td>Symbol</td> </tr> <tr> <td>Imagery</td> <td>Syntax</td> </tr> <tr> <td>Juxtaposition</td> <td>Theme</td> </tr> </table>	Alliteration	Motif	Allusion	Onomatopoeia	Analogy	Point of View	Asyndeton	Rhyme Scheme	Cacophony	Rhythm	Connotation	Setting	Consonance	Simile	Denotation	Stanza	Hyperbole	Symbol	Imagery	Syntax	Juxtaposition	Theme	<p>Materials/Technology Resources to be Used:</p> <p>YouTube</p> <ul style="list-style-type: none"> <li>• Video of rain sounds (for ambience)</li> <li>• Video created with Powtoon explaining relevance of poetic analysis skills</li> </ul> <p>Projector and Screen</p> <p>Google Form</p> <p>PowerPoint</p> <p>Prezi</p>
Alliteration	Motif																						
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Juxtaposition	Theme																						

Metaphor  Mood	Tone  Verse	
<p>Opening (state objectives, connect to previous learning, and make <b>RELEVANT</b> to real life) <b>ENGAGE/</b>  <b>“hook” the students</b></p> <p>Students will watch a brief Powtoon video that connects the skills of literary and poetic analysis to careers outside English academia. The teacher will emphasize the objectives, which are written on the handouts.</p>		
<p>Instructional Input</p>	<p>Teacher Will: <b>Be specific</b></p> <p>Teacher A will introduce the poem <i>Rain</i>, by Anonymous, and ask the students to read through it, and come up with what they think it means. Teacher A will ask students to find at least two pieces of in-text evidence to support their interpretations, and to write their interpretations on the handout.</p> <p>Teacher B will briefly, verbally summarize the lesson’s objectives, highlighting their presence on the handouts.</p> <p>Teacher C will remind students to check the list on their handout of their <u>previously-learned</u> key vocabulary terms for help in their analysis.</p> <p>Teacher D will briefly model how to complete this task.</p> <p>While the students read, the teachers will play rain sounds in the background. Teachers will also guide students who get stuck, need additional assistance, or are ready to take their interpretation to a more advanced level.</p> <p>After about 2 minutes, Teacher D will ask students to share their interpretations with their shoulder</p>	<p>Student Will: <b>Be specific</b></p> <p>Students will read the poem <i>Rain</i>, by Anonymous, and determine what they think it means. They will find at least two pieces of in-text evidence to support their interpretations, and write it all down on their handouts.</p> <p>Students will check the list of their <u>previously-learned</u> key vocabulary terms on their handouts for help in their analysis.</p> <p>Students will listen to rain sounds in the background while they work.</p> <p>Students will share their interpretations with their shoulder partners.</p>

	<p>partners.</p> <p>After about 2 minutes, Taylor will give a Prezi presentation about the elements that contribute to the meaning of the text. The elements include what the text actually says, its context, what the author says it means, and what the reader thinks it means.</p>	
	<p><b>Co-Teaching Strategy/Differentiation</b> <b>How will your instruction look different for those students who need differentiation or accommodations during your instructional input/teaching?</b></p> <p>Despite the fact that we are pretending our students are high school senior, in our classroom, all of the students are college students. However, each is focusing on studying a different subject. For those who are not English majors, we have provided a list of poetic terms to serve as a little refresher. Also, we will be walking around the class during the discussion, listening to conversations to ensure that the students are on task and making a point to hone in on those students who seem to be confused so we can provide clarification. We are also are addressing different leaning techniques. For those who best learn by visuals, we have a Prezi and PowerPoint. For those who best learn by discussion, we have a partner/group discussion time. And, for those who learn best by writing, we have an activity that involves writing down ideas.</p>	
<p>Guided Practice</p>	<p>Teacher Will: <b>Be specific</b></p> <p>Teacher A will inform students that the poem was written during the early 1970's, at the same time the that Vietnam War was occurring.</p> <p>Teacher B will ask students to revisit the poem individually, and see if this context changes their interpretation, again providing at least 2 pieces of evidence to support their interpretations.</p> <p>After about 1 minute, Teacher C will ask students to share their interpretations with their shoulder partners.</p> <p>Teachers A, B, C, and D will walk</p>	<p>Student Will: <b>Be specific</b></p> <p>Students will read the poem again, and determine what they think it means. They will find at least two pieces of in-text evidence to support their potentially new interpretations, and write them down on the handout.</p> <p>Students will share their interpretations with their shoulder partners.</p> <p>Two students will share their interpretations with the whole class.</p> <p>Students will vote for which interpretations they think are correct by raising their hands.</p>

around the classroom and listen for interpretations that seem particularly insightful. While students work, all teachers will walk around and praise students for putting forth effort.

Teacher D will ask for two students to share their interpretations with the class, and will summarize their responses on the board.

Teacher A will ask the class to vote on which interpretations they think are correct by raising their hands.

Teacher B will explain that all of these interpretations are correct.

Teacher C will explain the concept of 'The Death of the Author' with a PowerPoint Presentation that goes over how the Author is a socially constructed subject, how analysis should be disentangled rather than deciphered and other very post-modern writing ideas. Teacher C will try to ask a variety of questions at different levels of difficulty throughout the brief lecture. Specifically Level 3 and Level 4 Questions that ask them to elaborate on information or even more abstract inquiries about this specific literary theory.

Ex. of Level 3 Question: *Does the reader have any specific advantages over the writer? Is it the other way around? Who holds all the power when it comes to understanding written text?*

Ex. of Level 4 Question: *In a post-modern world, is there such thing as artist identity? How does Death*

	<p><i>of the Author affect our understanding of theme or message?</i></p> <p>Teacher D will reveal that <i>Rain</i> was written by Teachers A, B, C, and D in a random fashion with no intended meaning.</p>	
	<p>Co-Teaching Strategy/Differentiation/Check for Understanding...how are you going to know if EACH student is ready to move onto independent practice? And how are you going to differentiate if they do not understand?</p> <p>Despite the fact that we are pretending our students are high school senior, in our classroom, all of the students are college students. However, each is focusing on studying a different subject. For those who are not English majors, we have provided a list of poetic terms to serve as a little refresher. Also, we will be walking around the class during the discussion, listening to conversations to ensure that the students are on task and making a point to hone in on those students who seem to be confused so we can provide clarification. We are also are addressing different leaning techniques. For those who best learn by visuals, we have a Prezi and PowerPoint. For those who best learn by discussion, we have a partner/group discussion time. And, for those who learn best by writing, we have an activity that involves writing down ideas.</p>	
<p>Independent Practice</p>	<p>Teacher Will: <b>Be specific</b></p> <p>Teacher D will ask the students to revisit <i>Rain</i> and, considering everything they learned, give their final interpretations on the handout.</p> <p>Teacher A will introduce and show a brief Powtoon video that connects the skills of literary and poetic analysis to careers outside English academia.</p> <p>Teacher B will show students how to access the summative assessment and briefly demonstrate how to compete it.</p>	<p>Student Will: <b>Be specific</b></p> <p>Students will revisit <i>Rain</i> and, considering everything they learned, give their final interpretations on the handout.</p> <p>Students will watch a brief Powtoon video that connects the skills of literary and poetic analysis to careers outside English academia.</p> <p>Students will then complete the summative assessment (see the section, ‘Evidence of Mastery’). The assessment is a Google Form which can be found at:</p> <p><a href="https://goo.gl/forms/1AfJ4AppGRzAJcdX2">https://goo.gl/forms/1AfJ4AppGRzAJcdX2</a></p>
	<p>Co-Teaching Strategy/Differentiation <b>How will your instruction look different for those students who need differentiation or accommodations?</b></p> <p>Despite the fact that we are pretending our students are high school senior, in our classroom, all of the students are college students. However, each is focusing on</p>	

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Closing/Student Reflection/Real-life connections: **What connections will students make to their real lives? What essential questions will they reflect on in their closure of the lesson?**

Students will watch a brief Powtoon video that connects the skills of literary and poetic analysis to careers outside English academia.

<https://youtu.be/ingAAWMgGiY>

Students will come away from the lesson with a greater knowledge of how to use poetic devices, prior knowledge, and group discussion to analyze a poem for meaning. They will also understand the concept of 'death of the author' and what it refers to in regards to a particular text's meaning.

## Objectives:

- I will be able to interpret a poem in two ways, with and without knowing the historical context of the poem, by using the think-pair- share method.
- I will be able to justify my interpretations of the poem by citing 2 or more textual evidence and poetic devices for each interpretation.
- I will be able to demonstrate that I understand the concept of ‘the death of the author’ by writing 3-5 sentences of reflection on how my interpretations changed over the course of the lesson.

## Key vocabulary:

Alliteration	Consonance	Mood	Rhyme	Symbol
Allusion	Denotation	Motif	Scheme	Syntax
Analogy	Hyperbole	Onomatopoeia	Rhythm	Theme
Asyndeton	Imagery	Point of	Setting	Tone
Cacophony	Juxtaposition	View	Simile	Verse
Connotation	Metaphor		Stanza	

### ***Rain***

*By Anonymous*

Like mountain springs that flow down snow-capped peaks  
So it plunges from the Heavens to the Earth below.  
Pitter patter, dreams shatter  
Since it all fell down.  
Crowded clouds and a clashing cacophony.  
Making it work  
Takes a little time  
Making it work  
Takes a little time  
Rain.

**My first interpretation and 2 pieces of evidence:**

**My second interpretation and 2 pieces of evidence:**

**My third interpretation and 2 pieces of evidence:**