Lesson Title: The Nymph’s Reply to the Shepard

Unit Title: Poetry

Date: Monday, November 16, 2015

Grade Level: 12th

Subject: British Literature and Composition

Georgia English Standards:

ELAGSE11-12RL1:

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.

ELAGSE11-12RL7:

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 as well as one play by an American dramatist.)

ELAGSE11-12RL10:

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently

ELAGSE11-12W4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Essential Question(s):

Student Objective(s):

1. Students will examine different

I Can Statement(s):

1. I can examine a poem to identify theme, tone, and figurative language.
2. I can use this analysis to determine what an author is saying about a particular subject.

Material(s) Used:

A Passionate Shepherd to His Love Handout, The Nymph’s Reply to the Shepherd Handout, Assignment Rubric, Student Example

Lesson Agenda:

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| Raider Rev |
| Journaling |
| Activity Description: | Learning Type(s) | Method of Instruction: | Duration: |
| Students will respond to a question or poem in their journal. Often people have interesting ways of proposing a marriage, saying their wedding vows, professing their love, or even asking someone to prom. Brainstorm on the board as well as having students respond on paper -- What are some possible ideas of how you have heard of any of those being done? Students might offer up ways such as in a treasure hunt, on a Jumbo-tron, at a sporting event, by sky writing, and others. | LinguisticIntrapersonal | Independent Activity | 5Minutes |
| Opening Session: |
| The Passionate Shepherd to His Love |
| Activity Description: | Learning Type(s) | Method of Instruction: | Duration: |
| 1. Students will read the poem, “The Passionate Shepherd to His Love,” after which they will use the SIFT method and work with a partner to analyze the poem.
 | LinguisticInterpersonalAuditory | Group Work | 10-15 Minutes |
| Work Session: |
| The Nymph’s Reply  |
| Activity Description: | Learning Type(s) | Method of Instruction: | Duration: |
| 1. Students will read the poem, “The Nymph’s Reply,” after which they will use the SIFT method and work with a partner to analyze the poem.
2. Students will compare the two poems and discuss as a class how the two poets view love.
 | Linguistic | Independent Activity | 15-20 Minutes |
| Closing Session: |
| The Student Reply |
| Activity Description: | Learning Type(s) | Method of Instruction: | Duration: |
| Students will synthesize what they have learned today y analyzing and discussing the two poems by choosing a role—either Shepherd or Nymph. Students will write their own response to the other character in a modern style. | LinguisticInterpersonal | Independent Activity | 10 Minutes |

Assessment Strategies:

Students will earn formative grades based on their responses and analyses of the two poems as well as their finished modern versions of the poem. A rubric for which can be found on the class website.

Notes:

1. Does this (The Passionate Shepherd to His Love) poem give a stereotypical view of the countryside? Is it idealised or realistic?

Initial Thoughts

1. People often dream of moving from the city to the countryside. Why? List at least five qualities that people expect from life in the countryside.
2. In the poem, the shepherd is speaking to his love. What does he want?
3. How would you persuade someone to do this?

While Reading Question

1. What words/phrases within the poem appeal to you?

After Reading Questions

1. Using the arrows positioned on the worksheets across from different stanzas, summarize what the speaker's main point/central idea is in each stanza. What does he offer or state in each stanza?
2. Identify the use of figurative language in the poem and determine their meanings.
3. What words or phrases in the poem impact the tone and reveal the speaker's point of view and attitude about love?

Lesson Reflection:

Lesson Title: Short Story Game Board Work Day

Unit Title: Short Stories

Date: Monday, November 16, 2015

Grade Level: 9th

Subject: Pre AP Literature and Composition

Georgia English Standards:

Essential Question(s):

1. How can we demonstrate our understanding of literature in creative ways?

Student Objective(s):

1. Students will further their grasp of the English language by adding to their vocabulary.
2. Students will demonstrate their understanding of specific short stories, as well as the short story form, by creating a board game based on one of the short stories that we have read in class.

I Can Statement(s):

1. I can adapt a piece of literature to another medium.

Material(s) Used:

 Construction Paper, File Folders or Posterboard, Glue, Scissors, Markers, Rulers

Lesson Agenda:

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| Raider Rev |
| Journaling |
| Activity Description: | Learning Type(s) | Method of Instruction: | Duration: |
| Students will respond to a question or poem in their journal. | LinguisticIntrapersonal | Independent Activity | 5Minutes |
| Opening Session: |
| Vocabulary Introduction |
| Activity Description: | Learning Type(s) | Method of Instruction: | Duration: |
| Students will increase their knowledge of Latin and Greek roots by discussing and using prediction skills and context clues to guess the meaning of this week’s vocabulary words. They will create a Freyer Model for each word and finish it for homework. | LinguisticIntrapersonal | Independent ActivityWhole Group | 10-15Minutes |
| Work Session: |
| Short Story Game Board Project  |
| Activity Description: | Learning Type(s)  | Instructional Methods | Duration: |
| Students will work in their groups today to finish their Short Story Board Game Projects. A copy of the rubric for this assignment can be found on my website. | LinguisticInterpersonalKinestheticSpatial | Group Work | 20-30 Minutes |
| Closing Session: |
| Review and Assess  |
| Activity Description: | Learning Type(s) | Method of Instruction: | Duration: |
| Students will discuss within their group about what they need to do to finish their project before this Wednesday when it is due. They will then write that plan down as a list and delegate those responsibilities to others within the group. After that they will clean up their work areas. | LinguisticInterpersonal | Group Activity | 5-10 Minutes |

Assessment Strategies:

Students will earn a summative grade based on their work on the board game project. They will also earn a formative daily grade for their vocabulary word walls today.

Lesson Reflection: