

ELA 9

January 18, 2017

Unit: Poetry

EQ: How do strong readers of poetry develop a logical and evidence-based interpretation?

Aim: How can we rehearse discerning important diction and tone in a poem in order to develop a valid interpretation?

Agenda:

- Breakfast/ Getting Computers
- Introduce The Quiet World Task + Rubric
- Activity
- Planning a response outline
- Debrief + Discussion
- Homework: Response for The Quiet World
- (3-4 paragraphs. A least 3 pieces of evidence)

The Quiet World

Jeffrey McDaniel

Answer the following questions about the poem in a Google Doc. Only one GD per group. In order to do this well, answer the questions in discussion form first in order to generate deep rich idea, AND THEN move into recording your answers on the Google Doc. Use the tone resource on my website to help you discern the tone.

Partner Analysis Questions

1. What is your interpretation of this poem? What is happening?
2. Describe and characterize the speaker. Provide evidence. Explain what the evidence shows/reveals. Why is it important? What is his tone throughout the poem? When does it change? What does his tone and his feelings about the dystopian world he lives in convey about the kind of character he is?
3. Describe and characterize his lover. Provide evidence. Explain what the evidence shows/reveals. Why is it important?
4. What theme/ big idea is the poet developing in this poem? Why does the poet create a dystopian setting to communicate his message about love?

Dystopian: n imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally degraded one. (Hunger Games, Divergent, Cinder, etc.

Partner Activity

<p>Collaborate</p>	<p>Participates positively and effectively in a range of collaborative discussions, activities, and projects</p>	<p>Student positively contributes to the group activity</p> <p>Comes to discussions prepared with all materials</p> <p>Actively listens to and builds upon other students' ideas</p> <p>Student makes references to the text to support ideas.</p> <p>Student is able to build on, or respond, to other people's ideas so that the conversation runs smoothly. She makes relevant connections.</p> <p>Student uses academic and relevant vocabulary.</p>	<p>Student takes the lead in the group activity but also allows for other voices to be heard.</p> <p>In addition to meeting standards,</p> <p>Student takes the lead in the group activity but also allows for other voices to be heard by eliciting ideas from all members.</p> <p>Student is able to skillfully build on, or respond, to other people's ideas. She comes to new ideas, poses insightful questions, makes relevant connections, and/or helps start or bring the conversation together.</p>
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Rubric for Poetry Response

Assignment/ Outcomes	Learning Target	Meets Standards	Exceeds Standards
Poetry Response Argue	Formulates and defends an argument using a variety of evidence	Student selects appropriate text evidence to support an idea. Text evidence is mostly summary or paraphrase.	Student selects a variety of appropriate text evidence to support an idea. Text evidence uses both summary and direct quotations to argue their idea.
Conclude	Forms accurate conclusions or claims based on textual evidence	Student analyzes chosen text evidence in order to develop an analysis that supports an idea in the text. Student has written a basic explanation of why the text evidence is important and how it supports an idea.	Student thoroughly analyzes chosen evidence in order to illuminate the significance of the evidence. Analysis develops and supports a relevant idea or theme in the text.
Communicate	Produces clear and organized writing	<p>Student logically orders the information in order to develop and communicate an idea in a text. There are some gaps in information, but the argument is mostly clear.</p> <p>Student uses paragraphs in a somewhat logical order to organize their ideas.</p> <p>Student frames text evidence most of the time. Quotes are introduced with basic sentence starters. Quotes do not start a sentence on their own.</p>	<p>Student logically orders the information to develop and punctuate an idea or theme. The pacing of the information is appropriate.</p> <p>Student uses paragraphs to organize information. The paragraphs have a clear structure that facilitates the reader's experience with the work.</p> <p>Student weaves text evidence stylistically in the piece. Sentence starters are unique and varied.</p>

