

Lesson Plan

Name: Danielle Cook

Date of Lesson:

Content Area: Language Arts

Grade/Age:9

Cooperating Teacher: Ms. Kaple

Duration of Lesson: one 90 minute block; 1 days

I. Topic of Lesson: Applying Theme in Literature to Music

II. Prerequisite Knowledge: Students must already have an understanding about other literary elements such as the types of conflict, characterization, setting, title, plot structure, and author’s message. Students must also have a basic understanding of what theme is in a work of literature, how to identify the theme, what other literary elements can impact the theme, and an understanding of what some of the common themes in literature are.

III. Goal or SPA (NCTE) Standards:

Standard	
<i>Standard 3</i>	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
<i>Standard 6</i>	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
<i>Standard 11</i>	Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

IV. Objective/ Ohio Academic Content Standards/ Common Core

Standard	
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L.9-10.6.	<i>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>
S.L.9-10.1	<i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</i>
R.L.9-10.2	<i>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i>

V. Materials/Technology:

-iPad with the following songs:

- “Angel”- Aerosmith
- “Even if it Breaks Your Heart” – Eli Young Band
- “If Everyone Cared” – Nickelback
- “Springsteen” – Eric Church
- “Georgia Clay” – Josh Kelley
- “How I Got to be This Way” – Justin Moore

-Speakers

-pencil and pen

-white board and markers

-Copies of Song lyrics

-“What is Your Theme Song?” Homework

VI. Activities/Procedures:

-Bellwork: Grammar Practice (15 mins)

- Review what theme is and the common themes found in literature. Clarify any misconceptions. (15 mins)
- Play a total of five songs per class (about 5 mins each). After each song is played analyze the song for its meaning by discussing things like: what is happening in the song, what the musician might be trying to tell us about life, what the theme of the song is, how we know (specific lines that clue us into the theme), etc. (about 5 mins per song) (total of 50 mins)
- Handout homework "What is Your Theme Song?" and explain directions to students. (10 mins)

VII. Accommodations/Differentiated Instruction: Students will receive both written and verbal instruction. Students will be presented with a way to engage with the concept in an auditory manner not just visually (by reading). Students will also participate in guided analysis of the concepts through classroom discussion.

#### VIII. Assessment/Evaluation:

- During classroom discussion I would be observing students to formatively assess their ability to acquire and use accurately domain-specific words and phrases (i.e. theme, character, Author's message, etc), sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- During the classroom discussions I will be observing students to formatively assess their ability to initiate and participate in collaborative discussions that draw on the text being studied (the concept of theme as it applies to music), respond to questions in such a way that it broadens the discussion, and make new connections to the material by responding to others' ideas in either agreement or disagreement with support of their contributions.
- The activities of this lesson will help prepare students to be able to determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. During discussion I will be looking to see if students understand what theme in literature is and can apply this concept to literature and music.

#### IX. Reflection