

Name: Danielle Cook

Length of Lesson: 1 period

Content Area: English

Grade/Age: 9th

Cooperating Teacher: Mrs. Gilbert

I. Topic of Lesson: Analyzing a Subject in Two Mediums: TKAM & “I Know Why the Caged Bird Sings”

II. Goal/Objective/Purpose of Lesson:

- I can make specific references to passages and events from a literary text to prove what the text says directly as well as the meaning I can infer indirectly. (RL.9-10.1)
- I can determine a theme and explain its development throughout the text using specific details. (RL.9-10.2)
- I can identify and analyze complex characters. (RL.9-10.3)
- I can show how a complex character develops throughout the text. (RL.9-10.3)
- I can show how a complex character interacts with other characters. (RL.9-10.3)
- I can show how the complex character and his/her interactions with other characters advance the plot. (RL.9-10.3)
- I can show how the complex character and his/her interactions with other characters develop the theme. (RL.9-10.3)
- I can read and understand literature that is at my grade level. (RL.9-10.10)
- I can participate effectively in a variety of discussions by contributing and following discussion rules. (SL.9-10.1)
- I can compare and contrast the representation of a literary subject in two different mediums. (RL.9-10. 7)

III. Prerequisite Knowledge: Students must know how to summarize and find the main points of a text.

IV. Common Core Content Standards:

Standard	
RL.9-10.1	<i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>
RL.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>
RL.9-10.3	<i>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</i>
RL.9-10.7	<i>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</i>

RL.9-10.10	<p><i>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i></p> <p><i>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</i></p>
SL.9-10.1	<p><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.</i></p> <p><i>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.</i></p> <p><i>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></p>

V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	
Standard 1	<p><i>Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</i></p>
Standard 2	<p><i>Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience</i></p>
Standard 3	<p><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></p>
Standard 4	<p><i>Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</i></p>

Standard 9

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

VI. Materials/Technology:

- copies of Mya Angelou's poem "I Know Why the Caged Bird Sings"
- copies of *To Kill a Mockingbird*
- Copies of ICI WS
- paper and pencil
- SmartBoard

VII. Activities/Procedures:

- Take 5: Complete a character on the TKAM characterization chart (5 mins)
- Give brief autobiographical information on Mya Angelou. (5 mins)
- Read and discuss Mya Angelou's poem "I Know Why the Caged Bird Sings". (20 mins)
 - Who do you think the caged birds are?
 - Why are they singing?
 - What do you think Angelou was trying to say about the time period with which she lived?
 - What similarities do we see between what Angelou is saying in her poem to what Lee tells us in her novel?
 - Do they have similar themes, if so, what are they? How do we know?
- Complete ICI worksheet (25 mins)

VIII. Accommodations/Differentiated Instruction:

Students will receive both written and verbal instruction for assignments. In I will read the poem twice to 2nd and 3rd period, but 4th period we will read it three times because it will probably take them an extra time going through it to really understand everything she is trying to say. We will also complete one connection on the WS together before they do it on their own. Austin will be given a copy of the poem and WS in braille. He will also work with Mrs. Knisley to record his responses.

IX. Assessment/Evaluation:

The ICI worksheet will formatively assess students' ability to master the following learning targets:

- I can make specific references to passages and events from a literary text to prove what the text says directly as well as the meaning I can infer indirectly. (RL.9-10.1)
- I can determine a theme and explain its development throughout the text using specific details. (RL.9-10.2)
- I can compare and contrast the representation of a literary subject in two different mediums. (RL.9-10. 7)
- I can read and understand literature that is at my grade level. (RL.9-10.10)

The character chart will formatively assess students' ability to:

- I can identify and analyze complex characters. (RL.9-10.3)
- I can show how a complex character develops throughout the text. (RL.9-10.3)
- I can show how a complex character interacts with other characters. (RL.9-10.3)

-I can show how the complex character and his/her interactions with other characters advance the plot. (RL.9-10.3)

-I can show how the complex character and his/her interactions with other characters develop the theme. (RL.9-10.3)

The discussion of the poem, the theme, and how it compares to TKAM will formatively assess students' ability to participate effectively in a variety of discussions. (SL9-10.1)

*If the majority of students demonstrate mastery of the learning targets I will know they have been met.