

Lesson Plan #1 and Exemplar

Grade and Subject: English 10 (Focused Literary Studies 10)

Subject Focus: “Imagery” in poetry

Location: BC public school

Class Profile: 32 students (55% native speakers and 45% ELLs)

Duration of lesson: 85 minutes

Resources: Copies of poem, copies of sheets with a list of verbs for literary analysis, hat, slips.

Objectives: My objective is to have students understand a poem in depth by paying attention to poetic devices –in this case “imagery.” Students learn that the same image can have different interpretations.

Learning Outcomes: Students will learn how to distinguish between different kinds of imagery in the poem. Students will analyze a description of an image (chosen by the teacher) together as a class. Students will break into groups of 4 and discuss imagery in the group and share with class. Finally, they will analyze the description in 3-5 sentences for homework.

Body of the Lesson:

PACING	TEACHER WILL ...	STUDENTS WILL ...
5 mins	Write agenda on board, and take attendance. Do homework check.	Respond to attendance. Take out homework.
5 mins	Answer students’ questions, and give reminders of due dates and updates. Handout copies of poem.	Students listen attentively and ask questions if need to.
15 mins	Ask “What is imagery?” Ask students to read poem (voluntarily). Read poem aloud once to the class. Ask question: “How do you react to a specific image?” Analyze one image on board.	Students participate and/or listen, and take notes. Ask questions.
5 mins	Have pre-planned groups and teacher will call out names of students. There will be 8 groups of 4 students (approx. 2 ELLs with 2 NLs) in each group.	Students move into their groups and take their seats.
10 mins	Instruct students on how to discuss imagery. Write down or show PowerPoint slide with 2 questions for discussion. Monitor discussion.	Students discuss “imagery” in the poem with their group. May write notes.
15 mins	Facilitate the discussion. Will listen to each group’s answers to the discussion questions. Write points on the board.	One member in each group will answer and others may add in info.
5 mins	Instruct students to go to their original seats.	Students return to their seats.
15 mins	Instruct students to do silent reading. Write journal topic on the board related to “imagery.”	Students read book silently for 10 mins and write journal for 5 mins.
10 mins	Assign and explain hw. Each student draws a slip of paper with an image with a description.	Students write down homework: Analyze image with description.

Assessment

i) **Formative:** listening and being receptive to other students’ comments, contributing to group discussions, following instructions when breaking into groups, working cooperatively in groups and thinking figuratively about images in poem.

ii) **Summative:** reading silently demonstrates students’ ability to understand the overall meaning of the text; student is able to use specific images to understand the significance to the text, use these images to understand symbolism and make personal connections with their world.

Big Ideas

1. “People understand text differently depending on their worldviews and perspectives” (BC New Curriculum).
2. “The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world” (BC New Curriculum).

Considerations/Adaptations/Extensions

CONSIDERATIONS	ADAPTATIONS	EXTENSIONS
Students may be absent	Students may take long time to get into groups	Teacher might have to hand out 1-2 page notes on “imagery” in poetry
Groups may have odd number of students	Students may not complete journal entry by end of class (take home for homework)	Teacher might have to give students various examples of “imagery” in poems
Some shy students may not contribute during discussion	Some ELLs may not be ready to read novels at grade level	_____

Exemplars

Discussion Questions

1. What images can you find in the poem (sight, hear, smell, touch, taste)? Find at least 2 images and explain what you think they mean.
2. As a group, discuss why you think poets/writers use imagery in their writings? Prepare to discuss your response with the class.

Journal Topic

Find one image in your novel and analyze how it is significant to the novel as a whole. (Start your sentence like this: “The image _____ signifies _____ because . . .)

Main Exemplar

Homework Assignment: Description of image on slip

Description: A dark gray cloud floats over my head and poured heavy drops of rain.

The image of a “dark gray cloud” signifies the health of an individual’s brain. The “cloud floats” on top of the “head” because the brain is carrying a lot of “heavy” weight: stress and anxiety; therefore, making the individual feel upset and hopeless about life. Since the negative feelings are taking over the individual’s life, the “drops of rain” represent life’s stress factors that are large in size. The individual is unable to control and manage them due to the size of these stress factors. Because the individual lacks coping strategies, he feels that the problems in his life are “heavy” and feels “gray” –signifying lack of pleasure in his life.