

Julie Call  
Lesson Plan 1

**Grade Level:** Eighth Grade

**Subject:** Reading, Language Arts

**Content Objective:** Students will compare/contrast purposes in poetry using poems written from different viewpoints on the same topic.

**Language Objectives:**

- Students will read two poems written from different perspectives about the same topic.
- Students will discuss possible purposes for each poem.
- Students will compare/contrast the differences in purpose in an in-class writing assignment.

**Instructional Features:**

**Activities and Procedures:**

- 1) The teacher will pass out a copy of two sonnets written from opposite perspectives on the same topic (e.g. “The Soldier” and “The Mother”). The teacher will read the first poem out loud to the students while they follow along, and then students will get into groups of four, and will read the poem aloud to one another.
- 2) Once they have read the poem, the students will discuss in their groups possible purposes behind the writing of that poem, such as “to encourage soldiers to enlist” or “to comfort families of soldiers who are killed in battle.”
- 3) The teacher will now read the second poem aloud. Students will follow along, and will then read it again in their groups. They will now discuss possible purposes for this poem, and will discuss whether or not the viewpoint of the second poem changed their viewpoint of the first. The teacher will walk around monitoring groups, and making sure the students understand the task.
- 4) When the students have had a chance to discuss, the teacher will ask each group to share some of their ideas. The class will discuss the purposes brainstormed by each group.
- 5) After the class discussion, the teacher will pass out instructions for the in-class writing assignment. Based on their language abilities, students will either be developing a paragraph with their ideas, or they will be filling out a comparison chart based on the two poems. Students with limited English proficiency will be allowed to work in partners on the assignment. They will turn it in at the end of class.

**Adaptations:**

English Proficiency Level	Adaptations
<b>Early/Pre-Production</b>	<ul style="list-style-type: none"> <li>• Copies of poems will be provided in L1 and L2</li> <li>• Students may read the poems aloud in L2</li> <li>• Students may discuss the purposes and meanings of the poems in L2</li> <li>• Students will complete comparison chart in small groups using one-word descriptors, visuals, and/or L1</li> <li>• Students will be provided key vocabulary in L1 and L2 with visuals</li> </ul>
<b>Speech Emergent</b>	<ul style="list-style-type: none"> <li>• Students will receive copies of the poems in L1 and L2 and will read aloud in groups in L1</li> <li>• Students will discuss the poems in groups using L1 and L2</li> <li>• Students will complete the comparison chart using simple sentences in L2</li> <li>• Students will receive key vocabulary in L1 and L2</li> </ul>
<b>Intermediate/Fluent</b>	<ul style="list-style-type: none"> <li>• Students will receive copies of poems in L2 and will read aloud in groups</li> <li>• Students will discuss in groups using L2</li> <li>• Students will receive comparison chart to help organize info, but will use it to complete writing assignment in L2 using paragraph format</li> <li>• Students will receive key vocabulary in L2</li> </ul>

**Instructional Strategies:**

Cognitive: Students will read poems aloud together in groups and will verbalize the important points to one another. They will discuss the different purposes and analyze those in the writing assignment, and will utilize their key vocabulary as they do so.

Metacognitive: Students will use summarizing techniques as they discuss the poems in groups and complete their writing assignments. They will use the information to make inferences about why it is important to view multiple perspectives, and they will employ questioning techniques in order to decide what each author left out of their poems.

Herrel and Jordan Strategies: #15 partner work will be used for the completion of the writing assignment for those students whose language needs require it, and #42 attribute charting will be used for the writing assignment to help students organize the different attributes of the poems they are comparing.

**Grouping:**

- Homogeneous reading groups for the two poems—students can help one another understand the meanings, and the pre-production students can read in both L1 and L2.
- Heterogeneous discussion groups—students can discuss both in L1 and L2 the possible purposes for the two poems, clarifying meaning and modeling strategies for one another.

- Homogeneous groups for in-class writing assignment—the more advanced students will complete this compare/contrast essay on their own, but the pre/early production students may work together to complete a compare/contrast chart about the poems using visuals and one-word descriptors as needed.

**Assessment:**

Formative: Teacher will ask questions and participate in the discussions to make sure that students comprehend the reading. The teacher will have students share ideas in class discussion before having them complete the writing assignment. Teacher will observe students as they complete the writing assignment and answer any questions the students may have.

Summative: The students will hand in their writing assignments. They will be graded based on how well they demonstrate understanding of the reading—not necessarily on their writing skills.