

Reading Lesson Plan

10th Grade English

Objectives

Content: Students will read Maya Angelou's poem "Still I Rise." They will practice reading aloud and silently. They will listen to Maya Angelou read her poem on video.

Language: Students will comprehend literature by recognizing the use of poetic devices across genres and cultures. They will understand that written words are dead on the page until they breathe life into them. They will examine the relationship between oral and written narratives; analyze the use of simile, metaphor, pun, irony, symbolism, allusion, and personification. They will compare poetry on different topics from varied cultures and times.

Procedures

- Bell ringer: Introduce video clip, pass out copies of poem.
- Watch video clip (3 min), take role.
- Preface poem reading with dialogue about culture, history, slavery (3 min).
The purpose of the dialogue is to heighten students awareness of the poem and its author's situational context and connection to times and places in the midst of eternity. Students will think about how *they* are like the speaker in the poem.
- Read the poem silently (3-5 min).
- Put pictures on the over head projector.
- Read the poem aloud as a class (3 min).
I'll model this, attempting to capture the "correct" music, tempo, affect.
If other students want to read it aloud they will be permitted/encouraged.
- Hand out analysis table. Describe what students will do: use the table to organize similes, metaphors, personification, allusions in the poem by writing them in the appropriate column. For example, "Just like moons and suns...still I'll rise." This would go in the simile column. Also, summarize the poem's theme in your own words. This table will be the means of assessing student comprehension. (15-20 min)
- Class discussion of students thoughts, comparisons, etc. (5-7 min)
- Turn in Analysis table.

Adaptations

Stage 1&2: They will listen to others reading the poem. Pictures on the overhead will facilitate understanding. Find L1 translations of the poem if they exist. Pair stage 1&2 students with other L1 students to read and interpret the poem and to get answers for analysis table. Basic questions asked to elicit responses as far as possible.

Stage 3: Group students into groups of 2 or 3 to read and discuss the poem. Groups of L1's may be best. They may need help identifying particular poetic devices. The table will help organize understanding.

Stage 4&5: They can help less fluent students in translating the poem and in locating parts that need to be used for the assignment. They will have multiple opportunities to rehearse if they want to read aloud.

Grouping: L1 with L1; Some heterogeneous.

Strategies

Cognitive: Re-reading, reading aloud, discussion, summarizing.

Metacognitive: Self-monitoring comprehension—think about your comprehension regarding the story and other objectives.

Pairs and groups, Analysis table.

Assessment

Formative: students will read aloud showing at least the appearance of ability. Specific questions asked about poem and its relations. Observing group interactions.

Summative: Analysis table (next page).

Name _____

Title of Poem _____

Analysis Table

Similes	Metaphors	Personification	Allusions

Summarize the theme of the poem: