

Connecting poetry with a novel

WI Common Core Standards

RL. 9-10.4 Determine the meaning of words and phrases as they are used in the text.

RL. 9-10.6 Analyze a particular point of view or cultural experience.

SL. 9-10.1 Initiate and participate effectively in a range of collaborative discussions.

L. 9-10.5 Demonstrate understanding of figurative language, word relationships and nuances.

Objectives:

- I can read and annotate three Coming of Age poems.
- I can decide which poem best matches my literature circle book's theme.
- I can meet and discuss with my literature circle group the theme of our group's novel and its similarity to one of the Coming of Age poems.
- Our group can come to a consensus on the best Coming of Age poem that illustrates the theme of our literature circle novel.
- Our group can create find at least three textual examples from both works to support our decision.
- Our group can create at least two Google slides with illustrations to share with the class and share them with our teacher.

During the first quarter the 10th grade curriculum focused on literature circles. The students had a choice from the following novels: *A Long Way Gone* by Ishmael Baeh, *The Glass Castle* by Jeannette Walls, and *The Latehomecomer* by Kao Kalia Yang. The students discussed characterization, plot, and theme in groups.

The students were continually looking for the "right" answer. This lesson assists students understand that multiple understandings can be correct and supported with textual examples. The three Coming of Age poems used are the following: "The Rose that Grew from Concrete" by Tupac Shakur; "I Know Why the Caged Bird Sings" by Maya Angelou; and "Still I Rise" by Maya Angelou.

The second day students shared orally shared their presentation with the group. The goal was accomplished. This was also a front loading assignment for the district writing assessment later in the semester.



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