

Template for Designing a Text Assignment

Text name: Bronx Masquerade

Objectives for this text: Students will

- Understand that people are not always as they seem.
- Realize that creative expression can reveal a part of our nature that may be otherwise overlooked.
- Use a form of creative expression to reveal a part of themselves
- Analyze creative expression to understand human nature
- Contrast initial impressions with a more in depth considerations
- Analyze forms of written expression to acknowledge an underlying theme

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
<p style="text-align: center;">INTO</p> <ul style="list-style-type: none"> • get students "into" the text • build/tap into prior knowledge • predict/preread • develop vocabulary • look at text structure • generate questions • anticipate assumptions 	<p>Students will be given copies of songs written by previous generations (1950-1980). With a partner, students will determine the message of the song or its general "feeling" and share that with the class.</p> <p>Students will be asked to come up with a group definition for the word Masquerade.</p> <p>Class will discuss the location and socio-economic description of Bronx, New York.</p>
<p style="text-align: center;">THROUGH</p> <ul style="list-style-type: none"> • help students process their reading as they move "through" it • monitor understanding • determine main and sub ideas • make connections to prior learning and 	<p>Each student will be assigned the role of one or two of the characters in the book. Students will be responsible for reading the characters' chapters and creative expressions to the class.</p> <p>Students who are not reading will fill out a double entry log on each character they listen to. Entry log headings: How does the character portray himself/herself in the story? What does the character's writing reveal?</p>

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

<p>experience</p> <ul style="list-style-type: none"> • summarize/paraphrase 	
<p>BEYOND</p> <ul style="list-style-type: none"> • help students clarify, reinforce, and build on their understanding as they move "beyond" the text • graphically organize the text's ideas • evaluate a text's or author's argument • compare/contrast ideas • connect to other texts • apply the information 	<p>Students will complete before and after impressions on a randomly selected student in the class. Initial impression will be limited to three sentences.</p> <p>Students will express themselves through a creative project: written expression, Artwork, Music, Dance, Costume, Mask.</p> <p>Students will then complete an "after" impression for the same student they had previously written about. Again, this will be limited to three sentences.</p> <p>Impressions will be completed anonymously and later distributed to the students.</p> <p>Students will write a paragraph explaining why they think the author chose the title "Bronx Masquerade" for this book.</p> <p>Students will complete a quick evaluation survey of the lesson and its components.</p>

Standards this lesson

addresses: E1c.1, E1c.4, E2b.2, Eb2.4, E3a.1, E3b.9, E3c.5, E5a.2, E5a.11

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