

Template for Designing a Text Assignment

Text name: Bronx Masquerade (Developed by Iceland High School)

Objectives for this text: Students will

- Define and understand the metaphorical implications of “masquerade”
- Distinguish between prejudice and tolerance through discussion, essay, debate
- Understand and identify the themes of the novel and apply to each student’s life situation and compare/contrast with other pieces of literature
- Write poems revealing the “self behind the mask”... identity poems while analyzing the characters of the book and their writings

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>~Begin with discussion of prejudice—brainstorm, list, define, relate personal experiences</p> <p>~Read poems, listen to song lyrics related to identity and tolerance.</p> <p>~Watch a video on prejudice</p> <p>~Discuss the concept of the “mask”—who are YOU?</p> <p>~Read, for example, Tupac’s poetry, or appropriate rap lyrics exploring prejudice, identity</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 experience • summarize/paraphrase 	<p>~“Dissect,” guide through poems; write explications</p> <p>~Understand and discuss each character as he/she unfolds.</p> <p>~Read aloud many key parts of book for character and theme analysis</p> <p>~Define vocabulary within text, use as spelling words</p> <p>~Class discussions throughout reading</p> <p>~Write, throughout, and respond to text</p> <p>~Is this reality? What are expectations others have for you?</p> <p>~Debate pertinent issues relating to social mores, racial stereotypes</p>
<p style="text-align: center;">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 	<p>~Write, as an assessment, an “identity” poem about who you are</p> <p>~Is this book similar to any other book/literature/poem we’ve read?</p> <p>~Are the characters universal characters? Do they appear in real life?</p> <p>~Assess the book; critique as a book critique</p> <p>~Choose three or four characters you feel are real, or that you can identify with...and why?</p> <p>~Why do writers write? Read personal narratives of famous writers on the subject of writing</p>

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

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| • apply the information | |
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Standards this lesson addresses: Understanding and identifying the themes of a piece of literature; writing about literature, using a variety of writing styles, i.e. poetry, essay, critique; defining and applying the concept of metaphor and other figurative language; assessing a piece of writing; speaking about and sharing a piece of writing; debating a relevant topic; applying a theme of literature to real life situation; exploring both expository and creative writing; defining and applying vocabulary within the context of a piece of literature; using compare/contrast for characters and other pieces of literature.