

Template for Designing a Text Assignment

Text name: Bronx Masquerade (Developed by Fort Knox High)

Objectives for this text: Students will

- Define poetry terms and find examples in poems read.
- Analyze how characters' personalities are revealed by their actions, speech, and writings.
- Use a form of creative expression to reveal a part of themselves.
- Compare and contrast situations faced by characters with their own masquerade situations.

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>~Provide background information on the Bronx and the Harlem Renaissance; discuss definitions of the term "masquerade."</p> <p>~Discuss the ways in which teens in the Bronx might present false outward shows or pretenses.</p> <p>~Have students do a freewriting about how someone might describe them (friend, parent, teacher, etc.) and then comment on whether this is an accurate perception. If not, what leads the person to think this?</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>~Students will write each character's name on unlined paper. On the top half of the paper, write down facts/impressions based on what others say or the character says about himself. On the bottom half, write down what the character reveals about himself in his poetry.</p> <p>~Students will define the following terms: simile, metaphor, alliteration, rhyme, personification, and hyperbole.</p> <p>~Working with a partner, students will pick one of the student poems and identify as many of the poetic elements as they can find.</p> <p>~Students will write a poem about themselves, using Inspiration to brainstorm (if it is available).</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 • apply the information 	<p>~Students will be encouraged to share their own poems or a poem by a Harlem Renaissance poet in an Open Mike forum.</p> <p>~Students may make a mask about themselves or one of the characters in the book; decorations on the outside should reveal the outer persona; decorations on the inside should reveal some unknown aspects. (Instead of a mask, students could decorate a shoebox on the outside and inside.)</p> <p>~Students may visit http://www.Nikkigrimes.com/teacher/bronxcg/html and select from an extensive list of ideas in the Teacher Tips Comprehension Guide. These suggestions address knowledge, comprehension, application, analysis, synthesis, and evaluation levels.</p>

Standards this lesson addresses: E1c3;E1c4;E2b1;E3b9;E3c5;E4a;E5a.3

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