

Template for Designing a Text Assignment

Text name: "Mother To Son" (Developed by Hanau High School)

Objectives for this text: Students will

- Understand why authors use poetry instead of prose to convey particular emotions or thoughts
- Point out figurative language, slang, and creative imagery in the text as well as their intended meaning
- Translate the poetry into another form of writing (summary)

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
INTO	
<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>Play the song "Living for the City" By Stevie Wonder and give the students the text to read along. Ask students what kind of music they hear and how many have heard the song before. Discuss how they would classify the song (is it the blues?) Then ask why people sing the blues and what other ways they may express it (poetry, novels, short stories, instrumental music, rap, a speech, or through talking etc.) Ask: Does the song tell a story? Can someone tell me the story? Could it be told or sung in more than one way? Explain rhythm and beat etc. Ask: Why do people write the blues? Would the blues (for example this story) be just as good if it were a novel instead of a song? When people sing or write do they do so in the same way they speak? Do they use slang or Standard English? Is that powerful enough? Why do they use different language? Do they use figurative language? (What is that?) Ask the class to find examples of slang and figurative language in the song lyrics. <i>Move around and review with class</i></p>
THROUGH	
<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>Pass out "Mother To Son" by Langston Hughes and ask student to read it silently. Then read it to the class. Ask students about the rhythm and sound. Is it like a song? Does anyone else want to try their version of a reading? Ask them to underline any figurative language or slang phrases. Ask them to explain what the figurative language (metaphors) mean and why it was used. How else could it have been said? Is it more powerful? Why? Next ask the students to write a simple paragraph summary of the poem in their own words. What is happening and what does the author want us to feel?</p>
BEYOND	
<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>Then we will listen to the song "Dark as the Night" by B.B. King. As a class we will brainstorm words and phrases that explain the songs story. Then we will brainstorm metaphors, comparisons, and slang words. Students will write their own blues poem using the song and the brainstorming as their starting point.</p>

Standards this lesson addresses: E5a.2, E5a.10, E1c, E1c.1, E1c.4, E1b.4

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