## Thematic Unit # 5—Victorian Period: Progress and Decline
### The Best of Times, the Worst of Times

**Big Idea / Unit Goal**
- The goal for this unit is to explore and analyze British literature from the Victorian period and related informational texts with a focus on GSE priority standards.

**Length of Unit**
- 25 Days

**Unit Essential Question(s):**
- What social and political factors affected life in Victorian England?
- What did Victorians value?
- How did Victorian writers respond to issues of their time particularly in education?
- How did Victorian reserve impact the use of language?
- What are the requirements of good research?

**Priority Standards:**
- RL1, RL4, RL6, RL9
- RI2, RI3, RI5, RI6, RI8
- W7
- L4
- SL4, SL5, SL6

**Support Standards:**
- RL2
- RI1
- W1, W2, W6, W8
- L3, L6
- SL1

### Reading Focus: Literary and Informational

**Text Resources:**
- Extended Text:
  - From *Hard Times*
  - From *Jane Eyre*

**Short Texts** (Mixture of Literary and Informational thematically connected texts):
- “Growing up in Colonial Jamaica” pp. 955-956 (green text)
- Poets: Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, A.E. Housman
- *Queen Victoria* biography
- *Charles Dickens* biography
- *Charles Dickens* biography
- *A Point of View: Why Charles Dickens Endures*
- *Poverty and Families in the Victorian Era*
- *Gender Roles in the 19th century*
- *Victorian Etiquette*

### Writing Focus: Informative/Explanatory

**Primary Writing Tasks** (at least 3 of these should be in the unit focus):
- Research Paper. Students read selected chapters from Dicken's *Hard Times* and Bronte's *Jane Eyre*. Students then research the realities, both positive and negative, of educational systems in Victorian England. Finally, using multiple secondary sources as well as direct reference to the texts of Hard Times and Jane Eyre, students write a two page research paper (MLA style) discussing the negative impact of Victorian educational ideals. Students should closely follow MLA style sheet (see Purdue OWL) and demonstrate their ability to effectively use in-text citation.
- Explain how Tennyson uses imagery in "The Lady of Shallott" to comment on how difficult it is for an artist to live in "the real world."

**Narrative Writing Tasks:**
- After reading A.E. Housman's To an Athlete Dying Young, demonstrate your familiarity with the central purpose of the poem by re-writing the poem from the viewpoint of the young athlete who has died. Write the poem using modern diction and syntax. 30 lines.
• Jane Eyre’s Education
• Role of education in Jane Eyre
• 19th Century Education and impact on the novel (Jane Eyre)
• Charles Dickens and Victorian Education
• Dickens and the Victorian City: Educating the Poor

Additional Materials:
• The Victorian Web
• Victorian Resources Online
• A Christmas Carol etext
• Charles Dickens PowerPoint
• Death in Poetry: A.E. Housman “To an Athlete Dying Young”
• Tennyson reading “The Charge of the Light Brigade”
• Senior Research paper

Lessons for Unit 5 (all lessons are hyperlinked below):
• ELA12.5: Capstone: Focus on completion of Journal #5 and preparation of final Capstone presentation (SL4, SL5, SL6)
• ELA12.5.1: Focus on citing textual evidence, conducting research, using technology, and determining word meanings (RL1, L4, L6, SL1, L3, W6, W7)
• ELA12.5.2: Focus on determining word meanings, analyzing works of British literature, analyzing connections in texts, analyzing effects of structure, using technology, and participating in collaborative discussions (L4, RL9, RI3, RI5, W6, L6, SL1)
• ELA12.5.3: Focus on determining word meanings, analyzing texts, analyzing purpose and point of view, citing textual evidence, analyzing themes, writing arguments, and participating in collaborative discussions (RL4, RI3, RI6, RL1, RL2, SL1, W1)
• ELA12.5.4: Focus on citing textual evidence, determining word meanings, analyzing point of view, and writing informational texts (RL1, RL4, RL6, RL9, W2)
• ELA12.5.5: Focus on citing textual evidence, writing informational texts, conducting research, and integrating information (RL1, RI2, RI5, RI8, W2, W7, W8)

<table>
<thead>
<tr>
<th>Georgia Standards of Excellence (GSE)</th>
<th>Essential Questions</th>
<th>Vocabulary</th>
<th>Lessons and Resources</th>
</tr>
</thead>
</table>
| ELAGSE11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | How does one cite strong and thorough textual evidence to support analysis? | Cite  
Textual evidence  
Inferences  
Explicit  
Analysis | ELA12.5.1  
ELA12.5.3  
ELA12.5.4  
ELA12.5.5 |
| ELAGSE11-12RL2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | What is the central idea of a piece of literature and how do ideas interact and build on one another? How does one provide an objective summary of a text? | Theme  
Central idea  
Analyze  
Cite  
Evidence  
Support  
Inferences  
Objective | ELA12.5.3 |
| ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text. | What are figurative and connotative meanings? How do words and phrases work in context? | Diction  
Figurative | ELA12.5.3  
ELA12.5.4 |
<table>
<thead>
<tr>
<th>TCSS</th>
<th>Connotation</th>
<th>Denotation</th>
<th>Tone</th>
<th>Context</th>
<th>Syntax</th>
<th>Engaging</th>
</tr>
</thead>
<tbody>
<tr>
<td>impact an author’s meaning and tone? How does an author’s word choice impact engagement and beauty?</td>
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<tr>
<td>How is point of view related to satire, sarcasm, irony, or understatement?</td>
<td></td>
<td>Analyze</td>
<td>Satire</td>
<td>Sarcasm</td>
<td>Irony</td>
<td>Understatement</td>
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<tr>
<td>How does a work reflect its time period? How do two texts from the same time period treat similar themes or topics?</td>
<td></td>
<td>Foundational works</td>
<td>Themes</td>
<td>Topics</td>
<td>Compare/contrast</td>
<td></td>
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<tr>
<td>What are effective ways to cite textual evidence to best analyze literature?</td>
<td></td>
<td>Cite</td>
<td>Textual evidence</td>
<td>Inferences</td>
<td>Explicit</td>
<td>Analysis</td>
</tr>
<tr>
<td>What are central ideas in a text and how do they develop over the course of that text? How does one provide a summary of the text?</td>
<td></td>
<td>Central idea/main idea</td>
<td>Analyze</td>
<td>Complex</td>
<td>Objective</td>
<td>Summarize Outline</td>
</tr>
<tr>
<td>How are complex ideas or sequences of events developed throughout a piece of literature?</td>
<td></td>
<td>Sequence</td>
<td>Interact</td>
<td>Develop</td>
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<tr>
<td>How does an author use structure to emphasize points and engage the reader?</td>
<td></td>
<td>Structure</td>
<td>Analyze</td>
<td>Evaluate</td>
<td>Engaging</td>
<td></td>
</tr>
<tr>
<td>How does the author’s point of view or purpose impact the power of persuasiveness or beauty of his/her text?</td>
<td></td>
<td>Point of view</td>
<td>Purpose</td>
<td>Rhetoric</td>
<td>Persuasiveness</td>
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</table>

**ELAGSE11-12RL6:** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**ELAGSE11-12RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.

**ELAGSE11-12RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**ELAGSE11-12RI2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**ELAGSE11-12RI3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**ELAGSE11-12RI5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**ELAGSE11-12RI6:** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
### ELAGSE11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

<table>
<thead>
<tr>
<th>Question</th>
<th>Action 1</th>
<th>Action 2</th>
<th>Media (visual, aural, quantitative, film)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I integrate multiple sources to best answer a question or reach a solution? How does one determine the quality of a source?</td>
<td>Integrate</td>
<td>Evaluate</td>
<td></td>
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<tr>
<td>ELA11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>How does one choose the most significant and relevant facts appropriate to the audience’s knowledge of the topic?</td>
<td>Informative Explanatory Organization Objectivity Transition Topic Concrete details Quotations Paraphrase Cohesion</td>
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<td>---</td>
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<tr>
<td>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
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<tr>
<td>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
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<tr>
<td>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
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<tr>
<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
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<tr>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<tr>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
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</table>

| ELA12.5.4 ELA12.5.5 |

<table>
<thead>
<tr>
<th>ELA11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</th>
<th>How can technology impact the writing process?</th>
<th>Technology Produce Publish Ongoing Feedback Arguments</th>
</tr>
</thead>
</table>

| ELA12.5.1 ELA12.5.2 |

| ELA11-12W7: Conduct short as well as sustained research projects, including use of information technology, to answer questions or solve problems | What is effective research? | Sustained |
| TCSS | as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Research Inquiry Synthesis Investigation Primary sources Interview | ELAGSE11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | Print sources Digital sources Search engines Paraphrasing Summarizing Quoting MLA format Citation Works cited/bibliography Parenthetical citation | ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).  
  b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). | Textual evidence Analysis Reflection Research | ELAGSE11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
  Vary syntax for effect, consulting | Standard English Style Communicate Comprehend Syntax |
references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

<table>
<thead>
<tr>
<th>ELAGSE11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</th>
<th>What are effective strategies to determine or clarify meaning of unknown words and phrases?</th>
<th>Clarify Multiple-meaning flexibility</th>
<th>ELA12.5.1</th>
<th>ELA12.5.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
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<tr>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <em>conceive, conception, conceivable</em>).</td>
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<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</td>
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<tr>
<td>a. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
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</table>

<table>
<thead>
<tr>
<th>ELAGSE11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</th>
<th>How do I acquire and use accurately general academic and domain-specific words and phrases?</th>
<th>General academic words and phrases Domain-specific words and phrases</th>
<th>ELA12.5.1</th>
<th>ELA12.5.2</th>
</tr>
</thead>
</table>

| ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | How do I participate in a range of collaborative discussions to express ideas and listen to others? | Collaborative discussions Textual evidence Collegial discussions Response Diverse perspectives Qualify Justify | ELA12.5.1 | ELA12.5.2 | ELA12.5.3 |
### TCSS

<table>
<thead>
<tr>
<th>Task</th>
<th>Evidence</th>
<th>Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td>b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</td>
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<td>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</td>
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<tr>
<td>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</td>
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### ELAGSE 11-12SL4:

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- How does my presentation (style, organization, etc.) affect my audience’s understanding? How can I best present a clear and distinct perspective, such that listeners can follow my reasoning?

### ELAGSE 11-12SL5:

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- How does digital media affect the understanding of a speech or presentation?

### ELAGSE 11-12SL6:

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

- Why and how do I adapt my speech to content, task, audience, and purpose?
Lessons for British Literature Unit 5

The following pages are the lessons for the unit that have been linked at the beginning of the document. These lessons are based on identified GSE high-priority standards and incorporate unit texts and resources.
**TCSS**

**ELA12.5 Capstone**

**Note:** Second semester ELA will have the responsibility for having students complete the final journal entry for the Capstone Project as well as prepare for the Final Presentation. Reference this lesson for materials related to Capstone.

<table>
<thead>
<tr>
<th>Learning Target(s)</th>
<th>I can:</th>
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<tbody>
<tr>
<td></td>
<td>• identify and/or generate their own research question or problem</td>
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<td></td>
<td>• adapt the scope of topic (narrow or broaden) based on research findings</td>
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<td></td>
<td>• analyze and determine the relevance of data and information collected based on the research questions(s)</td>
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<td></td>
<td>• synthesize information gathered from multiple print and online sources</td>
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<td></td>
<td>• assess the strengths and limitations of a source used for research</td>
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<td></td>
<td>• evaluate sources to determine their strengths and weaknesses</td>
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<td></td>
<td>• evaluate sources' effectiveness in speaking to writer's task, audience, and purpose</td>
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<td>• recognize the value of using a variety of sources, rather than relying heavily on a single source</td>
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<td></td>
<td>• integrate evidence collected during research into their writing while avoiding plagiarism</td>
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<td></td>
<td>• use required format correctly</td>
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</tbody>
</table>

**Priority Standards:**
- **Support Standards**  
- **Pre-requisite Learning**  

**Priority Standards:**
- **ELAGSE11-12SL4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- **ELAGSE11-12SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **ELAGSE11-12SL6:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

**Resources for Instruction**
- Capstone Manual  
- Journal #5  
- Capstone Presentation Rubric

**Time Allocated**
- Days will be embedded throughout the second semester.

**EQ**
- How does my presentation (style, organization, etc.) affect my audience’s understanding? How can I best present a clear and distinct perspective, such that listeners can follow my reasoning?
- How does digital media affect the understanding of a speech or presentation?
- Why and how do I adapt my speech to content, task, audience, and purpose?
Provide students opportunities to present orally and make connections to the Capstone Project expectations.

### Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  
  Expectations for the Capstone in this unit include:
  - Work on building presentation skills by allowing students opportunities to work on Oral Presentations with feedback
  - Completion of Journal #5 by March 3

- **Guided Instruction/ Differentiated Instruction (We Do)**

  It will be important to teach students the skills they will need to successfully present information to an audience. Review the Capstone Presentation Checklist with the students to ensure their understanding of the expectations. ELA teachers will also be involved in having students sign up for the presentations, and this grade will be a Major grade for the ELA class.

- **Independent Practice (You Do)**

### Summarizer/Closure/Evaluation of Lesson
### ELA12.5.1 Learning Target(s):

I can:
- draw inferences from literary text to make and support an analysis that uses strong and thorough evidence gathered from reading
- determine where the text leaves matters uncertain and be able to infer what happens next
- support their conclusions with explicit and implicit textual evidence
- synthesize evidence collected from the text to best support their conclusions
- determine the meaning of a word or phrase from context clues
- determine the meaning of an unknown word or phrase
- confirm initial understandings using a variety of methods

### Priority Standards:

**Priority Standards**

**Support Standards**
- ELAGSE11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELAGSE11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**Pre-requisite Learning**
- ELAGSE11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- ELAGSE11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- ELAGSE11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ELAGSE11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Resources for Instruction

- Victorian Era Background PowerPoint
- A Victorian Vocabulary Challenge
- Victorian Web
- Jane Eyre etext
- Jane Eyre excerpts in textbook pages 1030-1037
- Hard Times excerpts pages 998-1004
<table>
<thead>
<tr>
<th>Time Allocated</th>
<th>5 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQ</td>
<td>How can students use the Visual Thesaurus to help them complete a challenging Victorian sentence completion exercise?</td>
</tr>
<tr>
<td>Activator/Connection/Warm Up</td>
<td>VocabGrabbing and sketching a quote from Jane Eyre:</td>
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<td></td>
<td>Preview the most challenging vocabulary words from the following quote from Jane Eyre by using VocabGrabber:</td>
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<tr>
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<td>I cannot tell what sentiment haunted the quite solitary churchyard, with its inscribed headstone; its gate, its two trees, its low horizon, girdled by a broken wall, and its newly-risen crescent, attesting the hour of even-tide.</td>
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<td>Once students become familiar with any difficult vocabulary in the quote through VocabGrabber, ask them to draw a quick, impromptu sketch in their notebooks of what they envision as they read the quote.</td>
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<td>Elicit volunteers to share their sketches with others in the class and discuss which words were the most important indicators of what they would draw. For example, students who previewed the word crescent most likely drew a crescent-shaped moon in their drawings; students having investigated the word girdled probably drew a broken wall encircling the churchyard, etc.</td>
</tr>
<tr>
<td>Instructional Delivery</td>
<td>Students will use the Visual Thesaurus to preview vocabulary words in a quote from Jane Eyre, draw sketches based on verbal imagery, define vocabulary words using the Visual Thesaurus, and complete a Victorian sentence completion exercise, using contextual clues and process of elimination.</td>
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<td>Introducing Victorian literature:</td>
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<td>Revisit the Jane Eyre sentence from the warm up. This time paying attention to its tone, sentence structure and word choice. Ask students to consider how the sentence makes them feel; words like haunted and solitary most likely bring an eerie feeling to the scene. Students might also comment on the complex nature of the sentence, due to its multiple subordinate clauses separated by commas.</td>
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<td></td>
<td>Explain that the tone and nature of the sentence were not uncommon among novels of the Victorian period (the period in British history during Queen Victoria’s reign: 1837-1901). The “eerie” tone of this particular sentence is an example of the Gothic literary genre, one of the elements of Victorian literature that is evident in Charlotte Bronte’s Jane Eyre.</td>
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<tr>
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<td>Point out that Victorian writers are also known for their florid descriptions that are often delivered in complex sentences. Today’s exercise on Victorian word choice will require students to examine “fill-in-the-blank” sentences from famous Victorian novels and to figure out which words will restore the sentences to their original state.</td>
</tr>
<tr>
<td></td>
<td>Completing “fill-in-the-blank” Victorian sentences:</td>
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</tbody>
</table>
|               | Organize the class in pairs or small groups of students, and assign each set of students one of the “A Victorian Vocabulary Challenge” sentences (taken from the following Victorian novels: Bronte’s Jane Eyre, Stoker’s Dracula, Carroll’s Through the Looking Glass,
Stevenson's Strange Case of Jekyll and Mr. Hyde, and Dickens's Great Expectations — click here to download).

Write the following word bank on the front board: bilious, glared, haste, impalpable, impudence, negligence, plunged, ravenously, reproachfully, reputable.

Explain that somewhere in the word bank is the word that correctly completes their assigned sentence, and it is their group's task to find it. Providing sentence completion strategies:

Advise students that sometimes more than one word in the bank may seem to complete their sentence but that they should use the Visual Thesaurus to try to define the words in the bank and find the word that BEST completes their sentence, based on contextual clues in the sentence.

Suggest that underlining contextual clues in the sentences could lead groups in choosing the correct word from the word bank.

Make sure that groups are considering what part of speech is needed to complete their particular sentence. (Determining part of speech will narrow down their word choices considerably.)

Once a group zeros in on a particular word, they should write a check next to the word on the word bank list. If more than one group tries to claim the same word from the bank, the two groups should try to collectively figure out which of their two sentences is most ideally completed by the word.

Sharing completed sentences:

Once students have completed their assigned sentence, they should try to complete all the sentences on the "A Victorian Vocabulary Challenge" sheet.

Ask each pair or small group of students to orally share their assigned sentence with the class, along with a rationale of how they narrowed down the vocabulary word that would best complete their sentence. Presenting students should define their vocabulary word and identify its part of speech. (If the group was originally ambivalent about which word to choose from the word bank, they should also describe how they eventually ruled out other possible words.)

Extending the Lesson:
A fun way to extend this lesson on word choice would be to use these fill-in-the-blank Victorian sentences (or others you find) and have students completed them "Mad Libs" style. In other words, students could simply write a part of speech label under each sentence blank. Then a reader would ask a fellow student to supply words that fit those parts of speech categories but without seeing the rest of the sentence. Then, after all the blanks are filled, students could read aloud the completed (and absurd!) sentences to the class.

Assessment:
Assess students’ sketches to see if they based features in their drawings on vocabulary terms in the *Jane Eyre* quote.
<table>
<thead>
<tr>
<th>TCSS</th>
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<tbody>
<tr>
<td>Check students' &quot;A Victorian Vocabulary Challenge&quot; sheets to see if they correctly completed each sentence. Assess students' mastery of the vocabulary introduced in this lesson by having them write original sentences using the words or by giving them additional sentence completion prompts using the same words.</td>
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<tr>
<td>Learning Target(s):</td>
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<tr>
<th>Priority Standards:</th>
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<tbody>
<tr>
<td></td>
<td>ELAGSE11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies</td>
</tr>
<tr>
<td></td>
<td>ELAGSE11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.</td>
</tr>
<tr>
<td>Support Standards</td>
<td>ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
</tr>
<tr>
<td>Pre-requisite Learning</td>
<td>ELAGSE11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</td>
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<tr>
<td></td>
<td>ELAGSE11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
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<tr>
<td></td>
<td>ELAGSE11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
<tr>
<td></td>
<td>ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<table>
<thead>
<tr>
<th>Resources for Instruction</th>
<th>Charge of the Light Brigade Reaction</th>
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<tbody>
<tr>
<td></td>
<td>Charge of the Light Brigade Reaction 2</td>
</tr>
<tr>
<td></td>
<td>Charge of the Light Brigade Essay Rubric</td>
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<td></td>
<td>Elements of Plot in Charge of the Light Brigade</td>
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<td></td>
<td>Charge of the Light Brigade Pre-reading Activity</td>
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## TCSS

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<thead>
<tr>
<th>Time Allocated</th>
<th>Collaborative Discussion Checklist</th>
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</thead>
<tbody>
<tr>
<td>3-4 days</td>
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### EQ
What story is being told in “The Charge of the Light Brigade”? What elements of plot can be found in “The Charge of the Light Brigade”? Setting? Characters? Conflict? What role do the concepts of Honor and Courage play in “The Charge of the Light Brigade”? How does word choice affect meaning and tone in “The Charge of the Light Brigade”? How does the “allusion” to the poem in *The Blind Side* movie help your comprehension of the poem?

### Activator/Connection/Warm Up
Activation of Prior Knowledge
Students will view a picture of the original survivors of the actual “Charge of the Light Brigade” shown on the LCD projector. Picture of the survivors, (Image obtained via advanced search of Google images. Usage rights indicate the photo is free to use or share) or you can use the Pre-Reading Activity Worksheet.
They will complete the Pre-Reading Activity worksheet which requires students to:
List three details you notice when you look at this picture.
Write two ideas you have based on the picture and your words. If possible, use your details as you write your ideas.
I think...
I think...
Write one question you have.
Have students share their responses.
If necessary have students clarify their responses by explaining “why” they made these choices of words, ideas, and questions. Have them provide support from the picture for their choices.

### Instructional Delivery
- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
- **Guided Instruction/Differentiated Instruction (We Do)**
- **Independent Practice (You Do)**

Students will be studying the narrative poem “The Charge of the Light Brigade” and discussing how a “poem can tell a story.” Students will focus upon citing evidence to support central ideas found in the poem and then using those inferences to complete a comparison/contrast essay. Part of this study will include watching a 4 minute clip from the movie *The Blind Side* in which Tim McGraw’s character explains the meaning of the poem in terms of a football game between rivals LSU and Ole Miss. Students will be asked to compare and contrast the poem’s meaning in terms of battle in war and battle on the football field, determine how these two situations are similar and different, and finally be asked to explain if the football analogy was helpful in aiding the understanding of the story the poem tells.

Guided Practice:
Provide students with a copy of the poem “The Charge of the Light Brigade” by Lord Alfred Tennyson.
Have students read the poem silently and independently.
Show the following “Charge of the Light Brigade” video to allow students to read the text and also hear the text as they are reading along.

Have students participate in a Think-Pair-Share Activity. Students will be asked to now think and take some notes reflecting on the following questions - Who are the players in this story? What is the setting of this story in the poem? What is happening in this battle and what is the outcome?
Here are the directions:
TCSS

Think. The teacher provokes students’ thinking with a question or prompt or observation. The students should take a few moments (30-60 seconds max) just to THINK about the question.

Pair. Using designated partners, nearby neighbors, or an elbow partner, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

Share. After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. He can do this by going around in round-robin fashion, calling on each pair; or he can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board.

Now let's come back together as a class and conduct a class discussion of the actual event and how it is described in Tennyson’s poem. First solicit student response to the question - “What story is being told in the lines of this poem?” The following questions may guide the students in their discussion:

What events do you think this poem describes?
Who are the characters involved in these events?
Where do these events take place?
How does this relate back to the picture we viewed?
What is so tragic about these events?
What is the outcome of this event?

Next provide students with a historical background of what actually happened. The following link is good for providing them with an historical account of what actually happened. The Real Story of the Charge of the Light Brigade and more Information about the actual Charge of the Light Brigade can be found on Eyewitness to History. This is an excellent way for students to feel validated about what they have determined and make changes to the ideas they have already developed.

Students will view a clip from the movie The Blind Side
Students will complete "Notepassing Activity" - Passing notes to exchange ideas. This is a great way to engage students in learning and is explained very well in this video clip from the Teaching Channel.

In the movie scene from The Blind Side there is an allusion to the poem "Charge of the Light Brigade." In both the poem and the movie clip honor and courage are mentioned. Write a reflection note to a fellow student, explaining how the poem and the movie clip analyze the importance of honor and courage. Consider the following questions in writing the reflection:

Compare and contrast what you know about the poem with how the dad explains it to Michael.
How do you feel about this use of the poem in the movie?
Explain whether this is helpful to Michael, why or why not?

These questions can be addressed using either of these documents - Charge of the Light Brigade - Blindside Reaction, Charge of the Light Brigade - Blindside Reaction #2 or students can use their own notebook paper.

Upon reading the notes, the students will then write notes back to the original student writers reflecting and responding to what they have
read. Do they agree? Disagree? What evidence would they add? Then students will trade one more time and respond again, then returning the notes to the original writers. Students will then share the responses aloud. (see the Teaching Channel video from the link above).

Independent Practice:
Students will complete the [Elements of Plot Worksheet](#) independently. Upon completion of the worksheet - review the answers in class and fill in any missing information. Encourage students to take notes and add to their original answers. They shouldn't have any blanks on their worksheet.

Using text evidence presented in the “Note Passing Activity” and the completed Elements of Plot worksheet, students will analyze their comprehension of the story told by Tennyson’s “Charge of the Light Brigade” that has been discussed in small and whole class discussions for their summative assessment. Students will write a one-page comparative/contrast essay analyzing the poem’s meaning in terms of battle in war and battle on the football field.

These questions should help guide their organization and writing.

How are these two situations similar and different?
Does the football analogy help in aiding the understanding of the story the poem tells? Why or why not?
How do they both treat the concepts of honor and courage?

<table>
<thead>
<tr>
<th>Summarizer/Closure/Evaluation of Lesson</th>
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<tr>
<td>Summative Assessment</td>
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<tr>
<td>Using text evidence presented in the “Note Passing Activity” and the completed Elements of Plot worksheet, students will analyze their comprehension of the story told by Tennyson’s “Charge of the Light Brigade” that has been discussed in small and whole class discussions. Students will write a one-page comparative/contrast essay analyzing the poem’s meaning in terms of battle in war and battle on the football field. These questions should help guide their organization and writing. How are these two situations similar and different? Does the football analogy help in aiding the understanding of the story the poem tells? Why or why not? How do they both treat the concepts of honor and courage? Rubric Provided for evaluation of essay: <a href="#">Charge of the Light Brigade Essay Rubric</a></td>
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## TCSS
### ELA12.5.3

<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
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</table>
|                     | • analyze text for word choice and analyze how the use of language advances the plot or affects the tone or pacing of the work  
|                     | • determine how word choice affects meaning and advances the plot  
|                     | • analyze how specific word choice creates fresh, engaging, and aesthetically pleasing text  
|                     | • analyze how words with multiple meanings create aesthetically pleasing text  
|                     | • examine the specific patterns of diction in the text and determine its specific impact and overall meaning determine how the author’s use of words and phrases match the purpose of the content  
|                     | • analyze how the meaning of a key term is shaped over the course of a text  
|                     | • determine the point of view or purpose in a text  
|                     | • analyze rhetorical strategies the author used to convey his/her message  
|                     | • analyze if and how rhetoric added to the power and persuasiveness of the message  
|                     | • assess the author’s reliability as a source of information  
|                     | • identify reasoning in seminal US texts  
|                     | • evaluate the reasoning in seminal US texts based on constitutional principles and the author’s use of legal reasoning  
|                     | • evaluate the premise(s), purposes, and arguments in works of public advocacy  
|                     | • analyze perspectives from two or more seminal US texts on related topics  
|                     | • justify the cogent viewpoint in two or more seminal US texts (eg, different accounts of the same event/issue)  

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<tr>
<th>Priority Standards:</th>
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</table>
| • Support Standards | **ELAGSE11-12RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  
|                     | **ELAGSE11-12RI3**: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  
| • Pre-requisite Learning | **ELAGSE11-12RI6**: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  
|                     | **Support Standards** |
|                     | • **ELAGSE11-12RL1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  
|                     | • **ELAGSE11-12RL2**: Determine two or more themes or central
TCSS

<table>
<thead>
<tr>
<th>Resources for Instruction</th>
<th>Comparing Iron Maiden and Tennyson Charge of the Light Brigade and the Crimean War information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocated</td>
<td>2 days</td>
</tr>
<tr>
<td>EQ</td>
<td>How do different poetic interpretations of the same event vary? Which interpretation is more effective and why?</td>
</tr>
<tr>
<td>Activator/Connection/Warm Up</td>
<td>Teacher discusses history of the charge of the Light Brigade and the Crimean War. Students complete a close reading of the two texts. Both attempts to capture the same historic event in poetic form.</td>
</tr>
<tr>
<td>Instructional Delivery</td>
<td>Students will compare Iron Maiden’s “The Trooper” to Tennyson’s “The Charge of the Light Brigade”.</td>
</tr>
<tr>
<td>- Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)</td>
<td>Students annotate/discuss the two texts and complete a Venn diagram outlining the similarities and differences that they observe. Through direct reference to the texts, students identify and write about: a. The most powerful images in each text. Which piece has more powerful images? Why? Discuss. b. The use of narrative voice in each text. Which speaker is more effective—the one that uses “I” or the one that uses “they.” Why? Discuss. c. Which text makes clearer use of repetition? Does this make the piece more or less effective? Discuss. d. To romanticize an event is to deal with it or describe it in an idealized or unrealistic fashion; to make something seem better or more appealing than it really is. By referring to multiple lines/passages, discuss which text above more clearly romanticizes the last charge of the light brigade.</td>
</tr>
<tr>
<td>- Guided Instruction/ Differentiated Instruction (We Do)</td>
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<tr>
<td>- Independent Practice (You Do)</td>
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<tr>
<td>Summarizer/Closure/Evaluation of Lesson</td>
<td>Assessment: Using doodle art, students create a visual aid which incorporates both multiple images and at least five key lines from one of the texts.</td>
</tr>
<tr>
<td>Learning Target(s):</td>
<td>I can:</td>
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<tr>
<td></td>
<td>• draw inferences from literary text to make and support an analysis that uses strong and thorough evidence gathered from reading</td>
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<td>• determine where the text leaves matters uncertain and be able to infer what happens next</td>
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<td>• support their conclusions with explicit and implicit textual evidence</td>
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<td>• synthesize evidence collected from the text to best support their conclusions</td>
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<td>• analyze text for word choice and analyze how the use of language advances the plot or affects the tone or pacing of the work</td>
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<td>• analyze how words with multiple meanings create aesthetically pleasing text</td>
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<tr>
<td></td>
<td>• examine the specific patterns of diction in the text and determine its specific impact and overall meaning</td>
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<td></td>
<td>• analyze text in order to recognize and interpret styles of writer’s craft (e.g., sarcasm, satire, irony, and understatement)</td>
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<td></td>
<td>• evaluate how words or expressions can carry literal and figurative meaning (e.g., in Marc Antony's speech from Julius Caesar: &quot;Brutus says he is ambitious, and Brutus is an honorable man&quot;)</td>
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<td></td>
<td>• evaluate how the author's use of irony creates nuances in a text</td>
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<td>• compare and contrast similar themes or topics in two or more texts from British literature written in the same time period</td>
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<tr>
<td></td>
<td>• analyze two or more authors' treatments of themes or topics in foundational works of British literature written in the same period</td>
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<th>Priority Standards:</th>
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<tbody>
<tr>
<td>• Support Standards</td>
<td><strong>ELAGSE12RL1:</strong> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td></td>
<td><strong>ELAGSE12RL4:</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
</tr>
<tr>
<td>• Pre-requisite Learning</td>
<td><strong>ELAGSE11-12RL6:</strong> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</td>
</tr>
<tr>
<td></td>
<td><strong>ELAGSE11-12RL9:</strong> Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.</td>
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<tr>
<td></td>
<td><strong>Support Standards:</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>ELAGSE12W2b:</strong> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
</tr>
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</table>

<p>| Resources for Instruction | Browning’s Sonnet 43 (pg. 986) |</p>
<table>
<thead>
<tr>
<th>Time Allocated</th>
<th>EQ</th>
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<tbody>
<tr>
<td>3 days</td>
<td>How has love been poetically expressed in the past and more recently? What is the structure of a typical sonnet? How are love poems from differing literary periods similar? Different?</td>
</tr>
</tbody>
</table>

**Activator/Connection/Warm Up**

Students recall and discuss the structure of sonnets.

**Instructional Delivery**

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**

- **Guided Instruction/Differentiated Instruction (We Do)**

- **Independent Practice (You Do)**

Students will better understand the nature of Victorian society through examination of its love poetry. Students will understand how Victorian love poetry relates to love poems from other literary periods/countries. Students will reinforce their previous knowledge/understanding of sonnet form.

**Day One:**

1. Arrange the class into groups of three to four students, and assign each of the groups one of the four poems listed below:

   - “How Do I Love Thee?” by Elizabeth Barrett Browning
   - “The Bean Eaters” by Gwendolyn Brooks
   - “On My First Son” by Ben Jonson
   - “My Papa’s Waltz” by Theodore Roethke

2. Depending on the size of your class, more than one group may examine a poem.

3. Distribute all four poems to each group, and ask them to become experts on the poem that their group has been assigned.

4. Ask students first to read the assigned poem aloud in their groups.

5. Allow time for them to make any immediate observations or comments in their groups, orally or in their journals.

6. Distribute the Guiding Questions for Reading Poems about Love, and ask groups to go through the questions for the poem that they have been assigned. Students can take notes on the question sheet.

7. As groups work, circulate among students, providing feedback and support as appropriate.

8. When students have completed their exploration of the poems, reconvene the class.
9. Ask student groups to lead the discussion on the poem on which they have become experts. (If more than one group worked on a poem, both groups should lead.)

10. You will probably not get to more than two poems before the end of the session. Explain that the other groups will have time to present during the next session.

Day Two:

1. Resume the group discussions from the previous session, until all groups have had the opportunity to lead discussion on their poems.

2. Using the following questions to guide discussion, ask students to brainstorm responses and record their ideas on the board:

What are the different kinds of love these poems represent?
What other kinds of love might we commemorate in poetry?
Why do you think most of us think of romance when we think of love?

3. Explain that students are going to write their own love poems, using the found poem format.

4. Define found poems for the class as poems that are composed from words and phrases found in another text. You can also have students read the Academy of American Poets resource Poetic Form: Found Poem, which explains the form of found poetry, includes an example, and discusses the influence of the form on Modern Poetry.

5. Pass out Found Poem Instructions, which are based on the information in “Found and Headline Poems” from Getting the Knack: 20 Poetry Writing Exercises by Stephen Dunning and William Stafford.

6. Read through the instructions and answer any preliminary questions that students have about the format.

7. Distribute copies of the Sample Found Poem or display the sheet using an overhead transparency.

8. Read through the prose passage and the sample poem.

9. Ask students to identify where the words and phrases in the found poem were in the original prose passage.

10. Have students discuss the choices made by the writer as the found poem was created.

11. In addition to talking about word choice, line breaks, and
arrangement, work through the Guiding Questions for Reading Poems about Love, asking students to identify the connections between the Sample Found Poem and the poems read in the previous session.

12. Pass out copies of the Found Poem Rubric, and have students analyze the Sample Found Poem using the criteria on the rubric.

13. Step students through the process of composing original found poems, using the Found Poem Instructions.

14. If class time is short, ask students to write their found poems for homework. Explain that students will complete peer review of the poems during the next session so they should have a completed found poem ready at the beginning of the next class.

Day Three:

1. Review the Found Poem Rubric and discuss any questions students have about the expectations for the activity.

2. Pass out copies of the Student Assessment Sheet.

3. Discuss possible feedback that would be appropriate on the Assessment Sheet, pointing out the connection between the categories on the Found Poem Rubric.

4. Arrange students in groups of four to six, and ask them to read their found poems aloud to each other one-by-one. Alternatively students can work in pairs.

5. Ask group members to use the Student Assessment Sheet to provide feedback on the effectiveness of one another’s found poems and then to share the assessments.

6. As students work, circulate among students, providing feedback and support as appropriate.

7. Once all the students have completed the Assessment Sheet, gather the class and generally discuss the feedback that students have received and any questions that they have about their poems.

8. If desired, you might invite volunteers to share drafts with the class.

9. In the remaining time, ask students to revise their poems, taking into account the feedback they received.

10. Ask students to submit their work at the end of the session or at the beginning of the next class.

Extending the Lesson:

Have students to write a paragraph in which they reflect on the
<table>
<thead>
<tr>
<th>Summarizer/Closure/Evaluation of Lesson</th>
<th>Teacher incorporates both formative and summative assessment</th>
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</thead>
</table>

difference between the effects of the full memoir and the found poem. Use the conversation to talk about poetic form and the ways that poets play with language.

With student permission, create a bulletin board to display the “found poems.” Students might, if they choose, add drawings or photographs to their poems.
**Learning Target(s):**

I can:
- draw inferences from literary text to make and support an analysis that uses strong and thorough evidence gathered from reading
- determine where the text leaves matters uncertain and be able to infer what happens next
- support their conclusions with explicit and implicit textual evidence
- synthesize evidence collected from the text to best support their conclusions
- analyze/trace the progression of two or more central ideas using supporting ideas across the whole text and understand how they interact and build on one another
- summarize the central idea using the most supportive ideas
- determine the effectiveness of a text structure for an author’s purpose
- identify where text structure contributes or does not contribute to clarity of exposition or argument
- critique effectiveness of structures used to convince and engage the reader
- identify reasoning in seminal US texts
- evaluate the reasoning in seminal US texts based on constitutional principles and the author’s use of legal reasoning
- evaluate the premise(s), purposes, and arguments in works of public advocacy
- analyze perspectives from two or more seminal US texts on related topics
- justify the cogent viewpoint in two or more seminal US texts (eg, different accounts of the same event/issue)
- select an informative/explanatory topic that can be reasonably explained or clarified within the text
- effectively organize complex ideas so that each new element builds on the previous idea in order to create a unified whole that communicates the author’s purpose effectively
- develop the topic thoroughly by selecting and synthesizing the most significant and relevant facts, definitions, concrete details, and quotations appropriate to the audience’s knowledge of the topic
- identify and/or generate their own research question or problem
- adapt the scope of topic (narrow or broaden) based on research findings
- analyze and determine the relevance of data and information collected based on the research questions(s)
- synthesize information gathered from multiple print and online sources

**Priority Standards:**

- **Support Standards**
- **Pre-requisite Learning**

**Priority Standards**

**ELAGSE11-12RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**ELAGSE1112RI2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**ELAGSE11-12RI5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including
whether the structure makes points clear, convincing, and engaging.

**ELAGSE11-12RI8:** Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (eg, in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (eg, The Federalist, presidential addresses).

**ELAGSE11-12W7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Support Standards**
- **ELAGSE11-12W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **ELAGSE11-12W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

| Resources for Instruction | Charles Dickens background PowerPoint  
| Charles Dickens: Six Things He Gave to the Modern World  
| The History of Christmas  
| Charles Dickens’ Influence  
| Dickens and Christmas |

| Time Allocated | 3 days |

| EQ | How has Charles Dickens influenced modern society? |

**Activator/Connection/Warm Up**
How has the novel *A Christmas Carol* influenced our modern day views of Christmas and how we celebrate Christmas? Class discussion.

Show Charles Dickens PowerPoint.

**Instructional Delivery**
- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**

  Students will explore the impact Dickens had on modern literature and culture.

  How has Charles Dickens influenced modern society? Have students research and use the articles to examine:
  1. references and adaptations to his works (including allusions to his works and ideas);
  2. the effect of *A Christmas Carol* on our modern Christmas traditions; and
  3. the words, phrases, and character types that have been introduced into our language through Dickens's work.

- **Guided Instruction/Differentiated Instruction (We Do)**

- **Independent Practice (You Do)**

  Then students create a written report that explains how Dickens influenced modern society, including sufficient relevant evidence.

**Summarizer/Closure/Evaluation of Lesson**
Conduct a student-led classroom discussion about the research, emphasizing findings and evidence gathered for the report.