*English Instructional Plan Compare and Contrast Paired Texts 8-9*

## Primary Strand: Reading 8.5 and 9.4

## Integrated Strand/s: Writing 8.7, 9.6 Communication and Multimodal Literacies 8.1, 9.1

## Essential Understanding:

* understand that analysis of a text should be based on text references, not personal opinion
* understand an author’s use of figurative language creates images, sounds, and effects
* understand how authors are often influenced by culture, society, or current events.

## Essential Knowledge, Skills, and Processes:

* read paired passages/read across texts to examine author’s word choice, theme development, point of view, etc.
* compare and contrast types of figurative language and other literary devices, including, but not limited to,
  + simile
  + metaphor
  + personification
  + analogy
  + symbolism
  + apostrophe
  + allusion
  + imagery
  + paradox
  + oxymoron
* identify and analyze sound devices, including, but not limited to,
  + rhyme (approximate, end, slant)
  + rhythm
  + repetition
  + alliteration
  + assonance
  + consonance
  + onomatopoeia
  + parallelism
* analyze an author’s use of diction and syntax to convey ideas and content, including, but not limited to,
  + rhetorical question
  + cliché
  + connotation
  + denotation
  + hyperbole
  + understatement
  + overstatement
  + irony (dramatic, situational, verbal)
  + dialect
  + pun
* compare and contrast two or more texts on the same topic or with similar themes
* demonstrate comprehension and apply strategies to write about what is read.

## Primary SOL: Reading 8.5h Compare and contrast the authors’ use of word choice, dialogue, form rhyme, rhythm, and voice in different texts. 9.4d - Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.

## Reinforced (Related Standard) SOL:

* **9.4c** - Interpret how themes are connected across texts.
* **9.4 e** - Analyze the cultural or social function of a literary text.
* **9.4 g** - Explain the influence of historical context on the form, style, and point of view of a written work.
* **8.7** The student will write in a variety of forms.
* **9.6** The student will write in a variety of forms.

## Academic Background/Language:

* Prior to the lesson, the teacher will need to explain the historical context that influenced the authors. Consider showing a video or reading an informational text on the post-Reconstruction period and the Jim Crow South. Students also need to have prior knowledge of the poetic devices included in the lesson.

## Materials

* Printed copies of the poems “Caged Bird” by Maya Angelou and “Sympathy” by Paul Lawrence Dunbar.
* Copies of the Poetry Graphic Organizer
* Optional website/videos: [History Channel - Plessy vs. Ferguson](https://www.history.com/topics/black-history/plessy-v-ferguson)
* Optional website: [Virginia Museum of History and Culture - Jim Crow to Civil Rights in Virginia](https://www.virginiahistory.org/collections-and-resources/virginia-history-explorer/jim-crow-civil-rights-virginia)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* The teacher will lead a discussion on what life was like for African-Americans between the end of the Reconstruction Period and the Civil Rights Era.
* The teacher will ask students to think about and discuss how their lives would be different if they were living in Virginia during this period.
* The students will be provided background information on the lives and careers of the poets Paul Lawrence Dunbar and Maya Angelou.
* The teacher will pass out a copy of “Sympathy” to each student and have them make a prediction about the poem based on the title.
* The teacher will read through the poem once. On the second reading, the teacher will read each stanza slowly.
* Students will sketch their interpretation of each stanza as it is read aloud.
* On the third reading, students will reread the poem silently, and highlight/annotate examples of symbolism, tone, mood, point of view, diction, imagery, diction, sound devices, and figurative language.
* The teacher will ask students to share their annotations in small groups.
* The teacher will repeat the same steps with “Caged Bird”.
* The teacher will then distribute the graphic organizer and ask students to use their annotations to fill in the boxes for each poem.
* In a well-written expository paragraph, students will explain how the themes are similar in each of the poems, providing at least one example from each.

## Assessment (Diagnostic, Formative, Summative)

* Teacher will make frequent checks for understanding throughout the lesson.
* Students will be assessed on the accuracy and completion of the graphic organizer.

## Writing Connections:

* Students use their graphic organizer to help write a comparative essay on how each author used historical context, figurative language and poetic devices to communicate a similar theme (citing text evidence). Students will explain the impact on the reader.

## Extensions and Connections (for all students)

* Have students read the memoir *I Know Why the Caged Bird Sings* and make connections to the poem, “Caged Bird”.
* Have students research and analyze other works by the authors.
* Students can conduct additional biographical research on the poets. Students can present their research to the class by creating a website, presentation, or video.
* Teacher can lead a discussion using the text dependent questions about “Sympathy” on Commonlit.org.

## Strategies for Differentiation

* Students with accommodations use available technology to allow them to access audio recordings of the poems.
* Students with accommodations have the option to choose other poems with a lower Lexile level.
* Allow for groups of six instead of three so students may partner read.
* For English Learners, find poems representative of their culture and language backgrounds.
* Provide ELs with sentence frames/starters to help get the conversation started when they are in their small groups. For example, “At first I thought \_\_\_\_ but now I think\_\_\_\_ because \_\_\_\_. I like how this article uses \_\_\_\_ to show \_\_\_\_. This word/phrase stands out to me because \_\_\_\_.”

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

## Poetry Graphic Organizer

While reading, analyze each poem for the literary devices below. After reading, provide examples of each device. Finally, explain any similarities or differences between the devices.

