

RESOURCE

SUGGESTED ACTIVITIES

1. Book Reports/ Research Paper
2. Autobiography/ autobiographical sketch
3. Write a biography on a person in family
4. Write a time line of a book
5. Write an obituary for a character
6. Write/present a speech about a career interest
7. Complete a writing portfolio
8. Conduct an interview
9. Create a short story with pictures
10. Produce a commercial for a hypothetical product
11. Compose an expository essay based on a major theme
12. Interpret a section of a Shakespearean play into modern language
13. Compose a concrete poem
14. Compose a five (5) paragraph essay comparing and contrasting your life to an aspect of nature
15. Analyze a major work for literary devices, purpose historical context, and overall effect
16. Write and present a persuasive speech using oratorical devices, and deductive and inductive reasoning
17. Create an island and its government based on your values and belief

SUGGESTED LESSON PLAN FOR ENGLISH 11

Submitted by: **Ms. Regina Edwards, Mrs. Karen George, and Ms. Cheryl Jeremiah**

Unit: **Poetry**

Title: **“The Raven” – Edgar Allan Poe**

Objectives:

The student will be able to:

- ❑ Categorize a poem
- ❑ Identify figurative language
 - personification
- ❑ Differentiate between musical devices
 - alliteration
 - assonance
 - repetition
 - refrain
 - rhyme (internal and end rhyme)
 - rhythm
- ❑ Analyze the effects of musical devices within the poem
- ❑ Make inferences about the speaker
- ❑ Make inferences about relationships between characters
- ❑ Identify mood and tone
- ❑ Determine how the author uses imagery to create mood and tone in relationship to Romanticism

Motivation:

Each student will sit in his or her respective seat and vividly imagine a lonesome, dreary setting depicting a tempestuous night with howling winds. The students will then describe sensory feelings at this time.

Materials:

- ❑ Textbook (Prentice Hall Literature: The American Experience)
- ❑ Pen, notebook, loose leaf paper, dictionary, and thesaurus

Developmental Strategies:

- ❑ Define the given literary terms
- ❑ Review definitions and check for understanding
- ❑ Read the poem silently for familiarity
- ❑ Students will be divided into groups of four to read the poem for clarity and understanding
- ❑ Each group will then analyze each stanza of the poem,
 - identifying type of poem (narrative, dramatic, and/or lyric)
 - identifying musical devices and figurative language
 - making inferences about the speaker's tone and mood
 - interpreting the relationship between characters in the poem
- ❑ The teacher will use the first two stanzas to demonstrate the poetic devices to the students
- ❑ Each group will then be responsible for four given stanzas to
 - write a one page analysis of the stanzas
 - prepare an oral presentation of the written analysis

Evaluation:

- ❑ Group written analysis
- ❑ Group oral presentation

Summary:

Each student has successfully completed the analytical process, defining and identifying given literary terms, and making inferences about the speaker. Working in the groups

gave the students the ability to use all the objectives to complete the final task and to practice cooperation and maturity.

Extension:

Obtain a photograph depicting a setting and a character or characters. Create a dramatic poem based on the photograph, utilizing the learned literary terms.

Literary Terms Grades 9 - 12

acrostic poetry	dialect	Morality plays
active voice	diction	motivation
allegory	direct characterization	musical devises
alliteration	drama	narrative poem
allusions	dramatic foil	non fiction
ambiguity	elegy	ode
analogies	Elizabethan sonnet	omniscient
anecdotes	English/Shakespearean sonnet	
antonyms	epic	paradox
antonyms	exposition	parallelism
apostrophe	fiction	passive voice
aside	figurative language	pastoral sonnet
assonance	first person narrative	personification
atmosphere	flashback	point of view
bias	flat character	propaganda
blank verse	folk ballad	prose
caricature	foreshadowing	protagonist
character	generalization	Puritan sonnet
character	genre	quatrain
character traits	haiku	resolution
characterization	heroic couplet	rhythm
chivalry	humor	rising action
climax	iamb	romanticism
coherence	iambic pentameter	round character
comedy	imagery	satire
comparisons	indirect characterization	sequence of events
conceit	inferences	setting
concrete details	influences	similes
concrete poetry	irony	soliloquy
conflict	Italian/Petrarchan sonnet	sonnet
connotation	legends	sonnet sequences
couplets	local color	sound devices
criticism	lyric poetry	stereotype
denotation	metaphors	style
meter	monologue	syllables
mood	symbolism	theme
third person narrative	tone	tragedy
		word origin

SELECTED REFERENCES

- A Publication of the Curriculum and Instruction Option for Chapter I Technology Assistance Centers. *Learning Strategies Resource Guide*. Kansas, February, 1995.
- Board of Education Commonwealth of Virginia. *English Standards of Learning for Virginia Public School*. Virginia, 1995.
- California Academic Standards Commission. *Commission for the Establishment of Academic Content and Performance Standard*. California, 1997.
- Cameron, Rita, *The School House Encyclopedia Educational Programs and Activities*. School House Global Enterprises. Maryland, 1991.
- CDTI and NOTCC, "National Career Development Guidelines K-12 Competencies and Indicators." *National Career Development Guidelines Handbook*.
- Glencoe/McGraw Hill. *Writer's Choice Grammar and Composition*. Ohio, 1996.
- Henak, Richard. *Lesson Planning for Meaningful Variety in Teaching*, Washington, D.C., 1980
- International Reading Association and the National Council of Teachers. *Standards for the English Language Arts*. Illinois, 1996.
- Kemper, Dave, Nathan, Ruth and Sebranek, Patrick. *Writers Express*, D.C. Heath and Company, 1995.
- Kuta, Katherine Wiesolek. *What A Novel Idea: Over 50 Activity Projects For Young Adult Literature*. Illinois, 1998
- Muschla, Gary R. Prentice Hall, *Writing Teachers Book of Lists*. New Jersey, 1997.
- Prentice Hall. *Literature Portfolio 9-12*. New Jersey, 1989
- Silver Burdett & Ginn Inc. *Literature Works*, Massachusetts, 1997.
- Silver Burdett & Ginn Inc. *World of Reading*, Massachusetts, 1991.
- Simon & Schuster Education Group. *Prentice Hall Literature (Bronze)*, New Jersey, 1989.
- Simon & Schuster Education Group. *Prentice Hall Literature (Silver)*, New Jersey, 1989.

United States Virgin Islands Department of Education. *An Integrated English Language Arts*

Curriculum, Virgin Islands: U.S.V.I. Department of Education, 1991.

United States Virgin Islands Department of Education. *Territorial Comprehensive Reading Program For V.I. Public Schools*, Virgin Islands: U.S.V.I. Department of Education, 1997.

United States Virgin Islands Department of Education. *Virgin Islands Student Performance*

Standards Grades 3, 6, & 8, U.S.V.I., 1993.

United States Virgin Islands Department of Education Content Standards. *Language Arts K-12*. Virgin Islands: U.S.V.I. Department of Education, 1999.