

Pedagogical Piece for Multi-genre Inquiry Project

Lesson Title: Belonging and Transcending: *The House on Mango Street* and “Where I’m From” Poetry

Subject Area and Grade Level: English Language Arts, 10th grade

Introduction

Central Focus	The central focus of this lesson will center around connecting Cisneros’s use of characterization and setting with students’ characterization of themselves within their context to further explore the relationship between identity and home.
Content Standard(s)	<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
Learning Objective(s) Based on Content Standard(s)	<p>Students will write a “Where I’m From” poem for an assigned character and vignette from <i>THoMS</i>, using textual evidence as well as creativity to imagine beyond-book.</p> <p>Students will construct a separate “Where I’m From” poem characterizing themselves within their personal context, considering their own relationship to identity, belonging, and home.</p> <p>Students will identify authorial elements of characterization and setting within both poems and analyze their connection to theme.</p>
Academic Language Function Objective(s)	<p>Identify: Students will label writing within their poems that can be categorized within the methods of characterization that we have compiled together previously (e.g. dialogue, physical description, action, inner thoughts, etc.)</p> <p>Analyze: Students will discuss via written and oral form the creative decisions they made in the both Where I’m From poems and make interpretations about characterization’s connection to disrupting/complicating ideas of “home.”</p>
Additional Language	Discourse: In assigned groups, students will analyze and

Supports	<p>praise student “Where I’m From” poems created for their character.</p> <p>As a whole class, students will share their group discussion experiences as well as have the opportunity to share and discuss their personal “Where I’m From” poem.</p> <p>Syntax: Students will use pre-writing questions to collect textual evidence and do analysis before writing “Where I’m From” poem.</p> <p>Vocabulary: poem, direct/indirect characterization, setting, theme, vignette</p>
Essential Question(s) for Students to Explore	<p>How does our “home” shape who we are? In what ways do we belong to our “home,” and in what ways do we move beyond (transcend) our “home”?</p>
21st Century Student Outcomes	<p>Creativity: Students will draw from their own experiences and build upon a character’s textual experiences to create an artistic response to the essential question in the form of poetry.</p> <p>Communication: Students will annotate and analyze their own poems as well as the poems of others.</p>
Prior Knowledge	<p>This lesson follows lessons introducing characterization and setting as concepts. Students have had two previous days specifically focusing on direct/indirect characterization and setting, and how and why authors use these elements. Students have read <i>The House on Mango Street</i> and been introduced to the overarching essential question of the unit: “What are the costs and benefits to identifying with and disidentifying with your ‘home’?” Students will be familiar with poetry through on-going poetry exposure in class; they will have worked with figurative language previously.</p>

Assessment/Accommodation

Formative Assessment	<p>Bell ringer journal entry: Students will reflect on the question, “How does our “home” shape who we are?” Students will demonstrate their current ability to connect previous discussions of characterization and setting to identity through writing and whole-class discussion. (RL.9-10.3)</p> <p>Mini-lesson: Through this review, students will be assessed on their ability to recall and synthesize information on characterization and setting from previous classes.</p>
-----------------------------	--

	<p>Students will demonstrate their ability to use this information to draw conclusions about effective writing from a reader’s perspective. (RL.9-10.1, RL.9-10.3)</p> <p>Student-created character poems and reflection sheets: Students will demonstrate their ability to make evidence-based inferences, analyze the character’s relation to characterization, setting, and theme, and create a new piece that thoughtfully and creatively expresses these elements. (RL.9-10.1, RL.9-10.3, W.9-10.3)</p> <p>Exit slip: Brief assessment for students’ ability to articulate their learning that moves students towards point-of-view.</p>
Summative Assessment	<p>This lesson is the third in a five-lesson unit which will be summatively assessed in a Reader’s Theatre. It is preceded by lessons on characterization and setting. In this three-part assessment, students will demonstrate their understanding of characterization, setting, and point of view in the context of their assigned vignette through 1) a performance of their vignette with their group, 2) feedback session with the whole class, and 3) individual reflection on their artistic choices as they relate to theme.</p>
Accommodations	

Lesson Plan

Materials	<p>Whiteboard, Expo marker Printed copies of George Ella Lyon’s “Where I’m From” Optional sentence stems to create “Where I’m From” poems for additional scaffolding/support Student copies of <i>The House on Mango Street</i></p>
Organizational Structures	<p>Lecture: Mini-lesson to review characterization/setting, Reading of “My Name” vignette Whole-class discussion: Discussion of bell ringer, discussion of “My Name,” sharing of poems Small group instruction: Group discussion of character “Where I’m From” poems Individual instruction: Individual pre-writing and creation of character and personal “Where I’m From” poems</p>
Learning Activity Types	<p>Activating Knowledge Directed/Guided Reading Reading Discussion</p>

	<p>Descriptive Analysis Literature circles (with vignettes) Sharing/collaborating Creating Text-related Artifacts</p>
Bell Ringer	<p>Journal activity</p> <ul style="list-style-type: none"> - How does our “home” shape who we are? Students will reflect and write in their on-going class journals.
Detailed Activities and Procedures	<p>Mini-lesson (20 minutes) Brief review of characterization and setting (12 minutes)</p> <ul style="list-style-type: none"> - Ask students to define and describe direct/indirect characterization, previously explored in an earlier lesson. Ask students to define and describe setting, previously explored in the previous lesson. Write these definitions on the board. - Ask students to pull out their copies of <i>THoMS</i>. Read aloud the vignette, “My Name,” and ask students to underline elements of direct/indirect characterization and setting. After reading, ask students what they underlined and why. Supplement this with examples if needed. - Ask students how Esperanza is characterized. How does this matter to the story? Ask students to identify setting. Why the setting of this story is important? What does setting do for the plot? For characterization? What possible themes can we see at work here? - Discuss the question: To what extent can you know a character without the setting? How much of the setting do you need to know to understand a character? How much of the character’s life do you need to know to understand a character? <p>Introduction of “Where I’m From” Poems (8 minutes)</p> <ul style="list-style-type: none"> - Introduce George Ella Lyon’s “Where I’m From” poem; explain its content and form. - Read Lyon’s poem aloud; ask students to read along silently. While reading, ask students to underline their favorite images—resonate images and powerful images. - Ask students what images stood out? What elements of characterization and setting from the class list they see at work in this poem? What stories do students think could have happened to the speaker based on the text of this poem? What can we infer about the speaker’s ‘home’? <p>Writing “Where I’m From” Poems for Characters (15 minutes)</p> <ul style="list-style-type: none"> - Tell students that we are going to create the same

type of poem for their assigned character.

- In a previous class, students have been grouped together and assigned a vignette and character. They will eventually perform this vignette in Reader's Theatre. This activity will help them build an understanding of their character that is text-based, but moves beyond the text to imagine the character's life.
- Each student will create a "Where I'm From" poem for their character from their vignette (meaning students from the same group will each create a poem for the same character). They should consider elements of characterization and setting they encounter within the vignette as well as other vignettes in which that character appears.
- Instruct students to first collect pieces of characterization and setting from their character's appearances in *THoMS* on a sheet of paper. On this paper, they should collect significant textual details of direct/indirect characterization, setting, and take some time to reflect on how they interpret their character's relationship with home. After collecting and reflecting, students should write their "Where I'm From" poem. Students should do this exercise individually, but they may dialogue with other students in the groups.
- In the "Where I'm From" poem, students should imagine what life experiences this character might have had that led them to their situation in the *THoMS*. Imagine events, settings, and relationships that character might have had, and include these images in the "Where I'm From" poem.
- The overarching question to consider for this character is how their circumstances shaped their identity. To what extent do they identify or dis-identify with their home? Do they feel like they belong?
- Instruct the students that their poems should be at least as long as Lyon's original poem and must include 7 images that are directly from the text. On another sheet of paper, they should include the page number and direct quote from the book.
- Walk around the room once many students have begun writing their poems to formatively assess students' success and comprehension.

Group Sharing and Analysis of Character Poems (15

minutes)

- After students have created their “Where I’m From” poems for their characters, they should swap poems with another member of their group. A different group member should read their poem aloud; then, the group should collaboratively praise and analyze the poem, answering the following questions: what did you like? What was similar to your poem? What was different from yours? What text evidence did you hear? How was the poet build around characterization and setting? What did this do for you as a listener?
- Students should write a brief summary answering these questions on their reflection sheet of paper. This exercise should be completed with each group member’s poem.
- Walk around to each group and observe conversations as formative assessment.

Whole Class Presentation of Character Poems (10 minutes)

- Now that students have discussed within their vignette groups about their poems, ask a member from each group to share about the group’s thoughts on the experiences of their character. What evidence from the text did most of their group members rely on to form their poems? What were similarities and differences in group members’ characterization and setting? What were the similarities and differences between group members’ creative interpretations of the character’s experiences beyond-text?
- Students should turn in these poems along with their sheets containing pre-writing, group comparison summaries, and reflection to the teacher as formative assessment.

Writing “Where I’m From” Poems for Ourselves (15 minutes)

- For the last part of class, students are invited to write poems about their own relationship with home through characterization and setting.
- Provide optional stems for students who would like more structure to build off.
- Ask students to take some time to reflect, then silently write their own “Where I’m From” poem. This is a very personal, intimate exercise, so students should be encouraged that their decisions about what events to include and how to present it are completely up to them. These poems may only be shared with the teacher if

	<p>they choose.</p> <ul style="list-style-type: none"> - Teacher should silently work on their own “Where I’m From” poem, but also answer student questions if needed. <p>Optional Sharing of Personal Poems (10 minutes)</p> <ul style="list-style-type: none"> - Ask students to wrap up their writing. They do need to have finished and can continue to work on these poems at home if desired. - Invite students to talk about their experience writing this poem. Was it easy? Difficult? Did anything about the experience surprise them? Were there any similarities between their poems and their character poems? How did they characterize themselves and use elements of their “home?” - Invite students to share their poem or lines from their poem. Praise each act of courage specifically.
Closure	<p>Exit Slip (5 minutes)</p> <ul style="list-style-type: none"> - Journal reflection: Reflect on the bell ringer and your experiences in writing poetry today. How do you think your character would answer the bell ringer question? Students should answer this on loose-leaf paper to be turned in at the end of class for formative assessment.
References	<p>Original “Where I’m From” poem by George Ella Lyons http://teacher.scholastic.com/writeit/PDF/lyon.pdf</p>

NOTE: Attach or insert any materials used in this lesson.