Lesson Information and Activities	SI Strand(s)

Lesson Title: Home of the Brave – Poetic Word Choice

Content Area: ELA   **Grade Level(s):** 6

Unit Description: In this lesson, students will learn about poetic language terms and be able to identify examples within the novel "Home of the Brave," by Katherine Applegate. This lesson will be situated in the greater context of the history of the Sudan as a whole and the Darfur region in particular.

Length of lesson: _____   **Number of ELs:** _____

Proficiency Levels						
ELs (numbers and/or names)						

Program Model: _____

Other relevant student information: _____

Standards and Objectives

	Language Objectives	English language proficiency standards	
1	SWBAT speak to express their common object's trait that shows its qualities. SWBAT speak to answer how you identify and explain language in a text.	CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Define
2	SWBAT listen to poetic language examples from the novel. SWBAT read chunked passages of the novel to classify, explain, and question why the author chose to use the poetic language.	CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

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3	SWBAT write poetic language examples, a description, and explanation as to why the author chose to use the poetic language.	CCSS.ELA-LITERACY.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Define
	Content Objectives	Content Standards	
1	SWBAT define poetic language terms – simile, metaphor, alliteration, personification.	CCSS.ELA 6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	
2	SWBAT identify examples of poetic language in the novel. SWBAT explain the meaning of poetic language examples in the novel.	CCSS.ELS.6.5a – Interpret figures of speech in context	

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Incorporating all four language domains

Identify how the language demands of the tasks are related to each language domain.

	Written	Oral
Receptive	Reading	Listening
Productive	Writing	Speaking

Key language for students (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)

General academic language	Language specific to the content area
definition, example, device, comprehend, identify, visualize, explain, illustrate, attributes, function, present Word Parts: Roots and Affixes: Opt-, person-, tribute, visual, pre-	optimist, gaze, refugee, sparkles, harsh, regret, muffled, trot, betray, scowl, simile, metaphor, alliteration, personification
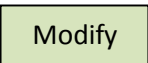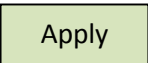
Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.)

How the lesson will incorporate bilingualism/students' native languages as resources

Materials and Texts

Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)
"Home of the Brave" by Katherine Applegate	Fiction; narrative	6-8	The background for Home of the Brave is the civil war that devastated the Sudan on and off from the 1950s to the 1990s and the ethnic war in the Darfur region of Sudan that has raged from 2003 to the present. The mere mention of the word "Darfur" in the media conjures up images of anarchy, destruction, and genocide. In order to understand

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the plight of Kek and the millions of Sudanese people affected by the war, students will research and then discuss recent history of the Sudan as a whole and the Darfur region in particular.	

Supplementary Materials and Realia

Poetic Helping Handout

Poetic Language Chart

Visualizing Poetic Language Chart

Figurative Language Finder Worksheet

Paper bags

Common objects

Chart Paper

Dry-Erase Markers

Laptop Computer

SmartBoard

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Estimated Time: _____
 	
Language Domains: ☐Reading   ☐Writing   ☐Listening   ☐Speaking
 	
Grouping:
    ☐ Independent Work   ☐ Pair   ☐ Small Group   ☐ Whole class
    Reason for grouping:
☐ First language   ☐ English proficiency   ☐ Reading level   Content understanding   ☐ Interest   ☐ Other:
 	
Preview: Connections to past learning or the larger unit sequence
 	
Presentation: Primary activity steps associated with lesson implementation
Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students
 	
Previewing Story Elements Checklist – Poetic Device, Definition, Example
 	
Content/Language Objectives Review – Read and explain both content and language objectives.
 	
    Activation Strategy
 	
- Prepare paper bags filled with random objects for pairs or small groups of students.
- Place a stapler, a journal, a post-it note, a pencil, an eraser, and a calculator each in separate paper bags.
- Distribute a paper bag to each small group.
- Give students a minute to look over their group's object.
- Explain that "You now have a chance to rename one of the objects in your paper bag based on the object's attributes or function."
- Example – I have a stapler. I am going to rename this stapler a paper cobra because it "bites" paper leaving two holes.
- Each group will choose one object from their bag to rename.
- Rule: The name must somehow capture an aspect of the object's look or function.
- Each group will present their object to the class using the new name and explaining why they named it that.
 	
Teacher Modeling
 	
I will explain that just like we gave common objects new names to illustrate an aspect or trait of the object, poets and writers use poetic language to enhance and bring out aspects of the world (objects, places, etc.) to express its qualities. For example, my stapler was a cobra because a stapler speedily inserts staples into a piece of paper, like a cobra might bite its prey with its fangs. I was bringing out the quality of violence in the stapler, similar to a cobra.
	Modify
	
	Apply

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I will explain that I am going to identify poetic language in our verse novel, Home of the Brave. I will distribute the Poetic Helping Handout.	
I will explain that I am going to look for words or phrases in the novel that take a common object, person, or place, and make it seem special or unfamiliar, or that bring out a quality I never thought of by comparing it to something else (like my paper cobra).	
Specifically, I am going to look for poetic devices such as similes, metaphors, alliteration, and personification. The definitions of these terms and examples can be found on the Poetic Helping Handout. After I identify poetic language in the novel, I will visualize the image "painted" by the author, and use that visualization to help me explain what the author means.	
I will read the first stanza of Home of the Brave and think aloud about the poetic language and what it means. I have never heard of the "flying boat" described in the first line. The author must be using poetic language here. I think the author is using a metaphor, because something is being compared to a boat, but it does not use "like" or "as" to make the comparison.	
I will write "flying boat" on chart paper (modeled after the Poetic Language Chart).	
I will use a think aloud visualization strategy to identify what a flying boat could be. In the text, the author mentions that this "boat" has round windows, and that the character is in this boat traveling to a new world. I imagine that the flying boat is the character's way of describing the experience of being on an airplane. The "boat" might be a spaceship, but the character describes the all-white world. I think the character is not in the darkness of outer space, but instead flying through clouds over snowy terrain. The poetic phrase is also the author's way of reflecting the language barrier facing the main character, Kek, who may have never been on a plane before.	
As I continue to read, I find the simile, "cold is like claws on my skin!" I will close my eyes and visualize an animal's claws on my arm and think about how that must hurt. I will describe the image aloud—a claw on my skin would sting or be painful. I might bleed or scream. I can see that the author is using poetic language to make the reader feel cold like Kek feels cold—as an unwelcome and painful surprise. The author wants to emphasize how moving to a new place with new challenges might hurt a little.	
I will continue modeling identifying and explaining additional poetic language in the text. Examples have been provided on the Poetic Language Chart.	

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Think-Check Ask: "How do I identify and explain poetic language in a text?" Students should answer that you look for words or phrases that seem special or unfamiliar. Then, you visualize the image by painting a picture in your mind. You can use that visualization to explain what the author means and why the author chose this way of saying it. **Guided Practice** • Identify, Visualize, and Explain Poetic Language Examples on the Visualizing Poetic Language Chart from "What the Heck" through "God with a Wet Nose." • Review two examples and allow the students to complete the rest of the examples. • Discuss what the poetic imagery brought out in the object or experience and why the author chose to describe it this way. • Review the example of a "don't move belt" (page 12). Show picture of a seat-belt – Kek is describing a seat belt based on what it does – make it harder to move in a car. • Same steps for "wide-armed, good-for-climbing tree." The tree does not actually have arms. Show a picture of a tree with many branches – meant to show the size and inviting nature of the tree. **Independent Practice** • Identify examples of poetic language from Part 1 – "Welcome to Minnesota through Sleep Story" and write them in Column #1 of Figurative Language Finder worksheet. • Column #2 – Draw a picture or paraphrase your visualization of the example. • Column #3 – Explain why the author chose to describe each example of figurative language. **Reflective Practice** • Read and have students voice content and language vocabulary words and definitions – optimist, gaze, refugee, sparkles, harsh, regret, muffled, trot, betray, scowl, simile, metaphor, alliteration, personification. • Show a picture that best represents each vocabulary word in action.	Apply
Content/Language Objectives Review Read and explain both content and language objectives. **Wrap-up** • Come together and share examples of poetic language that we found in the book. • Discuss what we think the examples mean. • Create a Word Wall by writing poetic phrases on sentence strips (sentence starters used) and putting similes, metaphors, alliteration, and personification examples on the class Word Wall.	Define

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Assessment: Activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs? Figurative Language Review Graphic Organizer: Column #1 – Poetic Word Example Column #2 – Think-Aloud Visualization Column #3 – Author's Intent	Apply
How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson? Students are asked throughout the lesson if they see connections between the themes and their own lives, and are invited to share their own stories, if they feel comfortable.	Cultivate

Education Connections' Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The Education Connections activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

Define

- Develop, define, refine, communicate, and assess *content objectives* for every lesson
- Develop, define, refine, communicate, and assess *language objectives* for every lesson
- Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards

Modify

- Differentiate instruction through lesson adaptation and instructional modifications
- Scaffold instruction in response to students' individualized language and content learning needs
- Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning

Cultivate

- Explicitly identify and acknowledge the cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom
- Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum
- Support native language maintenance, additive bilingualism, and biliteracy development

Apply

- Directly promote language use through interaction with peers, teachers, as well as the core content
- Encourage and facilitate language use in both English, as well as students' home languages
- Develop and implement activities that require use of all four language domains