**Lesson Plan # \_\_**

**Name: Parker Hunt**

**Lesson Title: Love and Poverty**

**Subject Area and Grade Level: Ninth Grade**

**Introduction**

|  |  |
| --- | --- |
| **Overview of Instructional Plan** | One of the realizations that Junior comes to throughout the novel is that although his parents do not love him in a perfect way, they do love him. This is an important realization because while he is surrounded by Reardan kids that look like they have it all together, but their home lives are equally imperfect; in fact, Junior comes to understand that through all his family’s imperfections, they love him as best as they can. This lesson comes toward the end of the unit plan and will focus on how poverty affects the way we love. Class will open with our usual poetry reading, although this time students will read two poems, “Those Winter Sunday’s” by Robert Hayden, and “My Papa’s Waltz” by Theodore Roethke. And before we start discussing the poems, I will ask a student to read a passage on page 189, “Yep, my daddy was an undependable drunk. but he’d never missed any of my organized games, concerts, plays, or picnics. He may not have loved me perfectly, but he loved me as well as he could.” As a group we will use the passage to examine the love the fathers have for their children in the poems. Next, I will have students move into their Quad-Pods to find textual evidence of places where Junior’s father (or mother) has loved him imperfectly. After they have discussed in small groups, students will bring their evidence to whole group discussion. After we have talked about Junior’s family, I will open the discussion to the Reardan Folks; how does Alexie show us how love differs for many of the Rearden families? Students will be invited to add to our class Venn Diagram to look at love on the poverty stricken rez, and love in wealthy Reardan. As a final activity, I will have students start thinking about how Love is the same despite differences in wealth with their Quad-Pods. As an exit slip, students will begin to think about how their parents love them and in what ways is their love imperfect but still Honest, authentic, and complex. |
| **Content Standard(s)**  **(include NC ELA Standards and NCTE Standards)** | RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well inferences drawn from the text.  RL.9-10.4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.  RL.9-10.6 Analyze a particular perspective or cultural experience reflected in a work of literature from outside the united states, drawing on a wide reading of world literature. |
| **Content Objective(s) Based on Content Standard(s)** | 1. Students will cite strong textual evidence to support analysis of what the text says as well as inferences drawn from the text. 2. Students will analyze the cumulative impact of specific word choices on meaning and tone. 3. Students will analyze a particular perspective or cultural experience reflected in a work of literature. |
| **Academic Language Function Objective(s)** | Compare & Contrast  Analyze  Interpret  Reflect |
| **Essential Question(s) for Students to Explore** | How does poverty shape the way we see and show love? |
| **Prior Knowledge** | Prior to this lesson, students will be familiar with how poverty affects the landscape and how people live. We will have discussed how it shapes behavior, accentuates mental illness and addiction, like alcoholism, and how poverty takes away opportunities. |

**Assessment/Accommodation**

|  |  |
| --- | --- |
| **21st Century Skills** |  |
| **Learning Activity Types** |  |
| **Formative Assessment**  **(attach specific instructions and/or examples)** | By the end of the lesson, students will write on exit slips some ways in which their parents love them well, despite their flaws.   1. In what ways do they love well? 2. In what ways do they love imperfectly? 3. Are your parents more like Junior’s parents, or like some of the Reardan Kid’s? |
| **Summative Assessment (attach specific instructions or examples; include connection to content/language objective)** | At the end of the unit, students will create a portfolio of life through their eyes. They will look at how their wealth or poverty affects what they see, their families, and how they relate to people. This assessment gives them an opportunity to talk about their favorite passage and explore the poems we have read in class. The assessment also asks them to ask family or community members some of the questions we have been exploring throughout the unit. The Self-interview is really what will tell me what they learned from the unit. It will show me how well the students   * Video interview of other (Two Interviews of family members, mentors, or friends)   + Do you see yourself as Wealthy or Poor?   + How has this affected your outlook on life?   + Share a story about your childhood   + What is your greatest dream? * 3 Top Five Lists (Pg. 177) * Photo collage of your everyday life to show exactly what your life looks like through your eyes. Just As Junior climbs the tree at Turtle Lake, pronouncing that his home is beautiful, I want to see your life as you see it. * 2 favorite passages   + Briefly talk about why you liked these passages * Self-Interview: (written or video recorded)   + How do you see yourself?   + What is your greatest strength?   + Are you wealthy or poor?   + How has that affected how you see the world?   + How do you relate to your friends?   + How do you relate to your parents?   + Are you Like Junior in that regard?   + How are you similar to Kids on the rez?   + How are you different?   + How are you similar to kids from Reardan?   + How are you different?   + Do you identify more with the Rez kids or more with the kids from Reardan? Or do you have a hard time identifying with either?   + List the tribes you Belong too. (Pg. 217) * Students choice- Related to the book, you, or our class discussions, include two of the following.   + An Art Project,   + A poem   + A doodle   + A short playlist you think one of the characters would enjoy. (Junior, Rowdy, Roger, Penelope, Gordy, etc)   + If you have another idea, discuss it with the teacher. |
| **Accommodations**  **(specific to this lesson and based on specific students: Drew, Paul, & Susana)** |  |

**Lesson Plan**

|  |  |
| --- | --- |
| **Materials** | 1. “Those Winter Sundays” Robert Hayden 2. “My Papa’s Waltz” Theodore Roethke 3. *Absolutely True Diary of a Part-Time Indian* Sherman Alexie 4. Response Journals 5. Pencil/Paper 6. Scratch Paper |
| **Organizational Structures**  **(e.g., lecture, whole-class discussion, group work, individual work)** | 1. Short close reading model 2. Whole Group Discussion 3. Group Work 4. Individual Work |
| **Bell Ringer/Review Activity** | At the start of class, students read and write a short reflection on the poems “My Papa’s Waltz” and “Those winter Sundays.” They will make notations of images that stuck out to them in addition to marking out parts that stuck out. (5 Min) |
| **Detailed Activities and Procedures**  **(include transitions, time allocations, & supporting theories/principles)** | Class will open with students reading two poems, “Those Winter Sunday’s” by Robert Hayden, and “My Papa’s Waltz” by Theodore Roethke. They will begin with individual reading and marking of the poems. These markings will be small notations of the images that stick out to them, the feelings or memories they associate those images with, and first reactions they have to the poem. (5 Min)  Before we start discussing the poems, I will ask a student to read each poem out loud for the class. In addition, I will also have a student read a passage on page 189, “Yep, my daddy was an undependable drunk. but he’d never missed any of my organized games, concerts, plays, or picnics. He may not have loved me perfectly, but he loved me as well as he could.” (3 min)  As a whole group, we will use the passage to examine the love the fathers have for their children in the poems. Using some close reading strategies to look at specific word choice in the poems. I will open the class up for debate on the tone of the poems and ask them how the tone changes depending on how we “read” different lines and images with strong word choice. To start the discussion, I will draw a continuum line on the board: Positive and Negative Tone will be the extremes on the line. I will cold call students to place each poem on the line using evidence from the text to back up their position. (15 Minutes)  Next I will have students move into their Quad-Pods to find textual evidence of places where Junior’s father (or mother) has loved him imperfectly. While students are working, I will walk around to different groups, monitoring their progress and giving appropriate scaffolds. (7 minutes)  Students will then discuss how these passages relate to the poems we read at the start of class. In what ways are the passages similar to the poems, and in what ways are they different? (7 Minutes)  After they have discussed in small groups, Students will bring their evidence to whole group discussion. Each pod will be responsible for electing two people: one to share their findings, and one to write on the board for the class. (15 minutes)  After we have talked about Junior’s family, I will open the discussion to examine the Reardan Folks; how does Alexie show us how love differs for many of the Rearden families. During the discussion, I will ask students to talk about the students at Reardan and the interactions Alexie gives us in the text. Students will have to make inferences based on the evidence they find in their Quad-Pods. (15 Minutes)  Students will be invited to add some connections they made during their small group discussions to our class Venn Diagram, looking at love on the poverty stricken rez, and love in wealthy Reardan. (8 Minutes)  AS a final activity, I will ask students start thinking about how Love is the same despite differences in wealth with their Quad-Pods. (5 Minutes)  As an Exit slip, students will individually write about how their parents gardians or other family members love them and in what ways their love is imperfect but still good. (Until the end of Class) |
| **Closure (include review/reflection and independent practice)** | Back in their individual spots, I will quiet the room down and ask them to reflect on the love their guardians have for them.   1. In what ways do they love well? 2. In what ways do they love imperfectly? 3. Are your parents more like Junior’s parents, or like some of the Reardan Kid’s?   Soft calming music and good lighting. When students finish, they can pack up and start their reading homework. |
| **Alternate Strategies for Re-teaching Material** |  |
| **References (within this lesson)** |  |

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

**My Papa’s Waltz**

BY [THEODORE ROETHKE](https://www.poetryfoundation.org/poets/theodore-roethke)

The whiskey on your breath

Could make a small boy dizzy;

But I hung on like death:

Such waltzing was not easy.

We romped until the pans

Slid from the kitchen shelf;

My mother’s countenance

Could not unfrown itself.

The hand that held my wrist

Was battered on one knuckle;

At every step you missed

My right ear scraped a buckle.

You beat time on my head

With a palm caked hard by dirt,

Then waltzed me off to bed

Still clinging to your shirt.

**Those Winter Sundays**

**BY ROBERT HAYDEN**

**Sundays too my father got up early**

**and put his clothes on in the blueblack cold,**

**then with cracked hands that ached**

**from labor in the weekday weather made**

**banked fires blaze. No one ever thanked him.**

**I’d wake and hear the cold splintering, breaking.**

**When the rooms were warm, he’d call,**

**and slowly I would rise and dress,**

**fearing the chronic angers of that house,**

**Speaking indifferently to him,**

**who had driven out the cold**

**and polished my good shoes as well.**

**What did I know, what did I know**

**of love’s austere and lonely offices?**