

Practicum 1: Lesson 1

Grade: 10		Subject: English Language Arts	
Materials: <ul style="list-style-type: none"> • Projector for PowerPoint presentation • Copies of “Blowin’ in the Wind” lyrics for each student • Copies of assignment sheet for each student • Whiteboard and Expo markers • Writing utensils • Laptops 		Technology Needed: <ul style="list-style-type: none"> • Projector for PowerPoint presentation • Laptops for each student 	
Instructional Strategies: <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Direct instruction (teaching students about Bob Dylan and giving example for student activity) <input type="checkbox"/> Technology integration (PowerPoint presentation, video, and work time on laptops) <input type="checkbox"/> Modeling (showing students example annotations and thesis statement) </div> <div style="width: 48%;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning (students working with each other to discuss literary devices and thesis statements) <input type="checkbox"/> Discussion/Debate (Class is discussion-based to facilitate an open learning environment) </div> </div>		Guided Practices and Concrete Application: <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Large group activity (large group discussion on literary devices and thesis) <input type="checkbox"/> Independent activity (students choosing their own song to analyze and write about) <input type="checkbox"/> Pairing/collaboration (discussing ideas of literary devices and thesis statements with their table partners) </div> <div style="width: 48%;"> <input type="checkbox"/> Technology integration (using PowerPoint presentation to help appeal to most students needs, whether it be visual, audio, or writing things down) <input type="checkbox"/> Imitation/Repeat/Mimic (asking students to imitate my example of annotation, literary analysis, and thesis statement) </div> </div>	
Standard(s) RI.1 Read closely to comprehend texts of grade-level appropriate complexity: <ol style="list-style-type: none"> a. Determine what the text says explicitly and implicitly. b. Provide an objective summary of the text. c. Cite strong and thorough textual evidence. 		Differentiation <p>Below Proficiency: For students who are below proficiency, I give students the chance to talk to peers about their confusion and I will make an effort to walk around the room and answer students’ clarification questions.</p> <p>Above Proficiency: For students who are above proficiency, I will challenge them by encouraging them to share their findings with the class as well as provide textual evidence.</p> <p>Approaching/Emerging Proficiency: Again, students will be working in groups to ensure that they are encouraging their classmates and challenging each other. Students emerging proficiency will be challenged when they formulate their own personal argument for a song of their choice in the independent assignment</p>	
Objective(s) <ul style="list-style-type: none"> • Students will be able to identify meter, rhyme scheme, figurative language, and other literary devices of poetry in the form of song lyrics. • Students will be able to formulate an argument about how these literary devices reinforce the theme, meaning, mood, or tone of the poem. 			
Classroom Management- (grouping(s), movement/transitions, etc.) It is so important to make sure that in a discussion-based classroom, the students are staying on topic. Because of this, I will make sure to walk around during small group discussion to ensure appropriate discussion. Similarly, when requesting students to stop their conversations, I will give them a 30 second warning.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) First and foremost, as the teacher, I will always respect the students’ opinions and ideas about the text. I will also expect my students to do the same by encouraging appropriate discussion, respect, and courtesy.	
Minutes	Procedures		
2-3 minutes	Opening Element (2-3 mins) <ul style="list-style-type: none"> • Introduce myself to students • Miss Sharp <ul style="list-style-type: none"> ○ Going to the University of Mary to be an English teacher ○ From Shakopee, Minnesota ○ Ask students if they have any questions about me 		
3-5 minutes	Introducing the Concept (Refer to slide 2 and 3) <ul style="list-style-type: none"> • In 2016, Bob Dylan won the Nobel Prize in Literature “for having created new poetic expressions within the great American song tradition.” • We are going to look at some of his lyrics and talk about the different literary devices that he uses within his writings • Hand students lyric sheets (attached shown below) • Have one student read the lyrics aloud 		
5 minutes	Go Through Example with Students (Refer to slide 4)		

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	<ul style="list-style-type: none"> • Ask students for their initial reaction to the poem. • What are the main themes of the poem? What other messages do you think Dylan is trying to communicate in the song? <ul style="list-style-type: none"> ○ Uncertainty/Ambiguity ○ World peace ○ Injustice ○ Call to action • Tell students we are going to practicing focusing on literary devices in the poem • As an example, I will focus on punctuation • Show students how most of the poem is in the form of a question
<p>10-15 minutes</p>	<p>Have Students Work in Groups (Refer to slide 5)</p> <ul style="list-style-type: none"> • Each table will work on identifying one aspect of the poem and why it is important <ul style="list-style-type: none"> ○ Group #1: Identify point of view ○ Group #2: Identify symbolism ○ Group #3: Identify similes and metaphors ○ Group #4: Identify personification ○ Group #5: Identifying allusions ○ Group #6: Identify examples of dialect • Students will be assigned groups heterogeneously → making sure that there are some “high flyers” and students who are perhaps not yet at the standard of the rest of the class together
<p>15-20 minutes</p>	<p>Class Discussion (Refer to slide 4)</p> <ul style="list-style-type: none"> • Have one person from each group come up to the board and annotate the poem with the findings they have discussed.
<p>5-10 mins</p>	<p>Have Students Discuss Once More in Table Groups (Refer to slide 6)</p> <ul style="list-style-type: none"> • After each group has shared, have students discuss in their groups which literary device they thought was the most significant and why (the “line of best fit”). Have them formulate a potential thesis statement. • Teacher Example: If I thought punctuation was the most important, I would say it is because of the uncertainty it leaves the reader with <p><u>Potential Thesis:</u> By using rhetorical questions in most of his lyrics, Dylan emphasizes the theme of ambiguity in his song “Blowin’ in the Wind.”</p>
<p>5 minutes</p>	<p>Further Questions about Poetry vs. Lyrics (Refer to slide 7)</p> <ul style="list-style-type: none"> • Play clip of song for students • Ask for comments/reactions <ul style="list-style-type: none"> ○ Did he deserve to win the Nobel Prize? ○ How is it different reading aloud to hearing this piece? ○ Does the way it sounds match the theme? ○ Which do you prefer and why?
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will address questions of clarification and check-ins during small group discussions. When students are presenting their findings to the class, I will be able to gage their understanding.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The students will be formulating their own, independent argument from a song of their choosing. This will fulfill both objectives.</p>
<p>After-Lesson Reflection:</p> <p>This lesson, for the most part, went very well. This lesson was given to an Honors English 10 class, so many of the students were very interested in English, literature, and analysis already—which I will admit, was very helpful. One thing that I changed from the original lesson is grouping the students heterogeneously. I think it is important to be cognizant of one’s own class and the students who are high flying, inclusive, and struggling in a certain area. I noticed that when I had students work in their table groups, the students were not placed ideally. Some tables were very talkative, while some scarcely talked at all. Overall, I think this was a good lesson, but the grouping was the main aspect that still needs work.</p>	

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References:

Dylan, Bob. (1962). Blowin' in the Wind. *The Freewheelin'*. Warren Bros Inc.

Lorcher, T. (2009, March 13). How to Annotate a Poem for Class Discussion: Analysis Lesson

Plan. Retrieved February 17, 2019, from

<https://www.brighthubeducation.com/high-school-english-lessons/29131-how-to-annotate-a-poem-class-discussion>

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Blowin' in the Wind by Bob Dylan (1963)

How many roads must a man walk down

Before you call him a man?

How many seas must a white dove sail

Before she sleeps in the sand?

Yes, 'n' how many times must the cannonballs fly

Before they're forever banned?

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind

Yes, 'n' how many years can a mountain exist

Before it's washed to the sea?

Yes, 'n' how many years can some people exist

Before they're allowed to be free?

Yes, 'n' how many times can a man turn his head

And pretend that he just doesn't see?

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind

Yes, 'n' how many times must a man look up

Before he can see the sky?

Yes, 'n' how many ears must one man have

Before he can hear people cry?

Yes, 'n' how many deaths will it take till he knows

That too many people have died?

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind