Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
9th Grade	Reading	9th Grade English	(Interdisciplinary Writing/Reading Unit) What does it take to become an American?

Length of Unit	Time of Year Taught	Expected Prior Knowledge
Five 60-90 minute class sessions	1st Quarter	HSR-S2C1-PO2 is the 8th grade standard for reading that is applicable to the unit: Strand 2: Comprehending Literary Text. Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature. Concept 1: Elements of Literature. Identify, analyze, and apply knowledge of the structures and elements of literature. Prior to this lesson, students have studied theme, point of view, characterization, setting, and plot. They have been introduced to simile, metaphor, personification and imagery. They are experienced with using Reading Response Journals, and have had instruction and experience in presentation skills.

Unit Description

Students will review simile, metaphor, personification and imagery, and be introduced to hyperbole, symbolism, and allusion. They will create original examples of these literary elements. In groups, they will identify examples of these elements in Maxine Hong Kingston's "White Tiger" and prepare a group presentation that explains how Kingston used these elements to deliver her message to the audience.

Strand(s), Concept(s), and PO(s)	HSR-S2C1-PO2. Strand 2: Comprehending Literary Text. Concept 1: Elements of Literature – Identify, analyze, and apply knowledge of the structures and elements of literature. PO 2: Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.
Summative Assessment	The student will explain elements of figurative language and demonstrate synthesis of a literary selection by illustrating the author's use of figurative language in an oral class presentation.
Assessment Scoring	Students will be assessed using a 6-trait rubric that focuses on their analysis of the author's use of the elements of figurative language and their oral presentation.
Materials/Resources Needed	Copies of the chapter "White Tiger" from the novel *Woman Warrior by* Maxine Hong Kingston; their Reading Response Journals with a list of literary elements and definitions, copies of the presentation rubric; markers and large presentation paper or use of chalkboard/SMART Board.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
PO Focus	HSR-S2C1-PO2	HSR-S2C1-PO2	HSR-S2C1-PO1; S2C1-PO2	HSR-S2C1-PO2	HSR-S2C1-PO2
Lesson Instruction	**Objective:** The student will explain elements of figurative language and demonstrate synthesis of literary elements by creating original examples. The teacher will direct students to refer to the list of literary elements in their Reading Response Journal. The teacher will re-introduce *simile, metaphor, personification and imagery*, and provide additional definitions to be included in their Journals for *hyperbole, symbolism, and allusion.* The teacher will give them direct instruction on the definitions of the new literary elements, and examples from literature. The teacher will direct students to create their own example of each of the following literary elements in a complete sentence: *simile, metaphor, personification,*	**Objective:** The student will demonstrate analysis of a literary selection by identifying and explaining examples of figurative language. The teacher will ask students to pull out their original examples of the selected literary elements from the previous lesson. Students will meet in small groups to share their examples. Group members are encouraged to help each other identify flaws, errors, etc in their original examples. Each group will select an example of each literary element to be shared with the whole class, being sure to have at least one example from each group member. At the completion of the sharing, the teacher will hand out copies of copies of the chapter "White Tigers" from the novel *Woman Warrior,* and direct students in their small groups, to take turns reading the chapter aloud, while the "listeners" follow along and highlight phrases from the reading that	**Objective:** The student will demonstrate analysis of a literary selection by illustrating how the author used figurative language to deliver her message. The teacher will ask students to review their understanding of the task from the previous lesson and ask for volunteers to share examples of literary elements they found in the chapter, "White Tigers." Then the teacher will ask students to use their Reading Response Journals to find the definition of THEME (from a prior lesson) and offer examples of theme from previous readings. The teacher will guide the students to the identification of possible themes from their reading of "White Tigers." The teacher will ask students to pair up and discuss what they feel is the strongest theme or themes in the reading. The pairs will meet with another pair to share their theme selections and provide supportive argument through their discussion. (This group will form the presentation group for the summative assessment.) Using a "phrasing template" on the chalkboard/ SMARTboard, the teacher will ask students to	**Objective:** The student will demonstrate analysis of a literary selection by illustrating the author's use of figurative language in an oral class presentation. Explain to students that they will have one hour in today's class period to continue preparation on a *group presentation in which each student will identify and explain the author's use of one type of figurative language from the reading, AND the author's use of the figurative language to illustrate or develop the theme.* Provide the rubric being used to assess mastery. Review expectations of the presentation pertaining to literary elements in the chapter "White Tigers" in *Woman Warrior.*	**Summative Assessment:** The student will demonstrate analysis of a literary selection by illustrating the author's use of figurative language in an oral class presentation. Assess the student presentations on literary elements from their reading, using the scoring guide and rubric.

	hyperbole, symbolism, allusion, and imagery. Students will work individually while the teacher circulates the room to offer guidance. The teacher will assess the students' understanding and re-teach when necessary.	contain examples of the literary elements. The teacher will circulate in the room to encourage their reading efforts and access their search for examples of the literary elements. The teacher will re-teach when necessary.	use the template to explain HOW the author used the literary element(s) to deliver her message or theme. Examples: *The author used_(metaphor)___to show_____.* *The author used ____(metaphor)_____ to reveal _____.* *The theme of _____ is further illustrated by the author's use of _____.* The teacher encourages the students to offer their own examples of phrasing. The teacher explains to the students they have the rest of the period and an hour during tomorrow's period to work in a presentation group to identify the author's use of four (one for each group member) different literary elements from the list of elements, and explain how the literary element helped the author develop the theme or deliver her message. The teacher provides the students with the presentation rubric and explains that their presentation will be in two days. The teacher circulates and assesses the student work.	The teacher will circulate during the remainder of the class to assist students.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	The students use their list of literary elements in their Reading Response Journal for reference in reviewing *simile, metaphor, personification and imagery*. They will add additional examples in their Journals for *hyperbole, symbolism, and allusion*. Students create their own example of each of the literary elements in a complete sentence.	Students meet in small groups to share their examples from the previous lesson. They help each other identify flaws, errors, etc in their original examples. Students share their examples with the whole class, being sure to have at least one example from each group member. In small groups, the students take turns reading the chapter "White Tigers" from the novel *Woman Warrior* aloud. When the student is not reading, he is listening and following along, and simultaneously highlighting phrases from the reading that contain examples of the literary elements.	Students share examples of literary elements they found in the chapter, "White Tigers." Students use their Reading Response Journal to find the definition of THEME (from a prior lesson) and offer examples of theme from previous readings. Students pair up and discuss what they feel is the strongest theme or themes in the reading. Their pair then joins another pair to share their theme selections and provide supportive argument through their discussion. Using a "phrasing template" provided by the teacher students use the template or their own to explain HOW the author used four different literary element(s) to deliver her message or theme. The students review the presentation rubric as they plan their presentation.	Students use the class period today to continue preparation on a group presentation in which each student will *identify and explain the author's use of one type of figurative language from the reading, AND the author's use of the figurative language to illustrate or develop the theme* in the chapter "White Tigers" in *Woman Warrior*.	In group presentations, each student identifies and explains the use of one literary element from the list provided in Lesson 1.

LITERARY ELEMENTS OF FIGURATIVE LANGUAGE

SIMILE
A figure of speech comparing two things that are unlike; uses the words *like* and *as* (e.g., *as strong as an ox, flies like an eagle*)

METAPHOR
A figure of speech which involves an implied comparison between two relatively unlike things using a form of be. The comparison is not announced by like or as. Example: *The road was a ribbon of moonlight.*

PERSONIFICATION
A figure of speech that gives the qualities of a person to an animal, an object, or an idea.

IMAGERY
Language that appeals to the senses. Descriptions of people or objects stated in terms of our senses.

HYPERBOLE
An exaggerated statement used to heighten effect. It is not used to mislead the reader, but to emphasize a point. Example: *She's said so on several million occasions.*

SYMBOLISM
A person, place or object which has a meaning in itself but suggests other meanings as well. Things, characters and actions can be symbols. Anything that suggests a meaning beyond the obvious. Some symbols are conventional, generally meaning the same thing to all readers. For example: *bright sunshine symbolizes goodness and water is a symbolic cleanser.*

ALLUSION
A reference to a well-known work of literature, famous person, or historical event with which the reader is assumed to be familiar. Example: "*He's another Shakespeare*" draws on readers' knowledge that Shakespeare was a great writer. "He's another Shakespeare" means "He's a great writer."

Student Name: _____

PRESENTATION
RUBRIC and SCORING GUIDE

OUTCOME: The student will explain elements of figurative language and demonstrate synthesis of a literary selection by illustrating the author's use of figurative language in an oral class presentation.

Criteria/Expectation Level	F 1-2	A 3	M 4	E 5-6
IDEAS and CONTENT				
1. The main purpose of the assignment is stated in the presentation.				
2. Examples of figurative language from the novel are provided in the presentation. (examples of one type of figurative language from each group member).				
3. Support for the identified figurative language is verified through quoted passages from the novel, demonstrating appropriate use of the "phrasing template."				
4. The title and author of the novel are included in the response.				
ORGANIZATION				
5. The presentation provides a clear and logical progression of information from the lesson.				
6. Explanation of information flows together easily.				
7. Transition is evident in the presentation and is used effectively and smoothly.				
8. Closing statements end the presentation effectively.				
VOICE				
9. Tone fits purpose and audience.				
10. Student uses own words via paraphrasing				
WORD CHOICE				
11. Clear, concise and interesting words used in presentation.				
12. Student does not include his own opinion in summary presentation.				
13. Common and uncommon words used accurately.				
SENTENCE FLUENCY				
14. Statements pertain to the topic of the presentation.				
15. Clear; concise and complete statements.				
16. Varied statement beginnings and lengths.				
CONVENTIONS (presentation and delivery)				
17. Presentation is characterized by correct subject/verb agreement.				
18. Pauses used appropriately.				
19. Enthusiasm/interest in topic is apparent.				

Score: /6

Ideas and Content items are heavily weighted. Scores are awarded percentages:
6 = 100%
5 = 90%
4 = 80%
3 = 70%
2 = 60%
1 = 50%