Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
11th Grade	Reading	11th Grade English	Youth on the Border

Length of Unit	Time of Year Taught	Expected Prior Knowledge
Four 90-minute class sessions	2nd Quarter	Students will have experience in identifying and analyzing literary elements which are 9th and 10th grade reading standards (HSR-S2C1-PO2): Strand 2: Comprehending Literary Text Concept 1: Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature. PO 2: Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection. Students will have studied all of the above elements of figurative language in 9th and 10th grade reading. Prior to this lesson, students will have completed their reading of *The Devil's Highway* by Urrea.

Unit Description

Students will identify and explain the different types of figurative language in *The Devil's Highway*, by Luis Alberto Urrea, and interpret how the author uses figurative language to evoke the reader's emotions. They will complete a template titled *The Devil's Highway Emotions Chart* to record emotions evoked, the passage represented, the figurative language exemplified, and imagery reflected in their own interpretations through color, sound, and texture. They will interpret their learning in a visual representation of their choosing.

Strand(s), Concept(s), and PO(s)	HSR-S2C1-PO2. Strand 2: Comprehending Literary Text Concept 1: Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature. PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions. 3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information VA-S1C4-PO202. Strand 1: Meanings or Purposes. The student will express ideas to communicate purposes in artwork. PO202: Create an artwork that serves a function.
Summative Assessment	Students will demonstrate synthesis of figurative language from a text by creating a visual representation of the emotions evoked from the author's use of figurative language.
Assessment Scoring	The assessment will be scored based on the 6-trait 6-Point Scoring Guide and Rubric using the ADE writing rubric and created especially for this assignment.
Materials/Resources Needed	Copy of *The Devil's Highway* for each student, *The Devil's Highway Emotions Chart*, the students' own Reading Response Journal, the student's assignment self-assessment, copies of Scoring Guide and Rubric for the presentation, SMARTBoard with projector or overhead projector, white board or chalkboard (optional), large sheets of paper for group presentations, markers, pens, glue, magazine pictures, etc.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
PO Focus	S2C1-PO2	S2C1-PO2	S2C1-PO2; 3LS-F1; VA-S1C4-PO202	S2C1-PO2; 3LS-F1; VA-S1C4-PO202
Lesson Instruction	**Objective:** Identify emotionally charged moments in Luis Alberto Urrea's *The Devil's Highway* and the feelings that were evoked. 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, hyperbole, symbolism, and allusion*, and provide additional definitions to be included in their journals for *extended metaphor/ conceit, and allegory*. The teacher will give them direct instruction on the definitions of the *extended metaphor/conceit and allegory*, and examples from literature. The teacher will lead a discussion on the emotions evoked by the book, by first asking students to offer descriptions of the emotions felt by different characters at pivotal moments. The teacher will record student responses on the board/SMARTboard. The teacher will ask students to recall key moments that triggered their *own* feelings at	**Objective:** Identify examples of the author's use of figurative language to evoke emotions from the reader. The teacher will introduce this in-depth lesson by asking students to recall the meaning of *imagery*. Students will turn in the Reading Response Journal to review the definition of imagery and the examples they have recorded. The teacher questions the students: How do the emotion-charged moments you selected from the book yesterday, create a picture in the reader's mind (definition of imagery)? Typical student response: the author's word choice, the metaphor he used to compare one thing with another, etc. After a discussion about imagery, the teacher will guide students to discuss the color, texture, and various other ways to visually represent emotions (which will lead to the formative assessment below). The teacher will discuss how traditionally some colors, for example, represent things like "red for danger", "yellow for warning," etc., etc. Encourage students to think more creatively when thinking about emotions that are triggered from reading passages and the colors, sounds, and feeling (as in sense of touch) that may come to mind. Examples might include: color-brown; sound-rasping, and feel-coarse, etc. Formative Assessment: The teacher will ask the students to use the chart template titled "*The Devil's Highway Emotions Chart*" to record the list of emotions they felt at pivotal moments they previously identified (students refer to teacher notes on the board from lesson	**Objective:** The students will create a visual representation of the emotions evoked from the selected reading, by interpreting the author's use of figurative language. **Assignment:** The teacher explains to the students that, in their pairs from Lesson 2, they will create a visual representation of the 5 elements of figurative language recorded on their copy of "*The Devil's Highway Emotions Chart*." They must include a written explanation of their analysis at the time of the presentation. The completed presentation is due in two days. Further, the teacher explains that they will be given the entire block period to work on the assignment, and they will present their visual representation to the class on the following day with oral explanations and clarification. For each of their FIVE examples illustrated in their presentation, they must include: the emotion, the passage from the book, and the literary element that evokes the emotion. The teacher will guide the students in a brief brainstorming session about the kinds of visual representations they may	**Summative Assessment:** Students will demonstrate synthesis of figurative language (personification, hyperbole, symbolism, allusion, imagery, extended metaphor/ conceit, and allegory) from a text by creating a visual representation of the emotions evoked from the author's use of figurative language. The teachers will ask the students to individually complete their Scoring Guide and Rubric for the assignment to serve as a self-assessment and collect them. The teachers will ask the student pairs to take turns presenting their visual representation, and ask other students for constructive comments. The teacher will use the Scoring Guide and Rubric to score the student's visual representations.

	different points in the book. The teacher will ask students to return to *where* in the book they felt strong emotion, identify the passage, explain why they felt the particular emotion, and identify any elements of figurative language that the author used in those passages. The teacher will direct students to create their own example of each of the newly introduced literary elements in a complete sentence that is emotionally charged: *extended metaphor/conceit, and allegory.* Students will work individually while the teacher circulates the room to offer guidance. The teacher will assess the students' understanding by discussing several examples from the class and re-teach when necessary.	one). Students will be directed to work in pairs. In the first column of the chart, students will note that they are required to find examples for *imagery, extended metaphor/conceit* and *allegory*. For the chart, they will include two additional elements "drawn from a hat" from the list: *simile, metaphor, personification, hyperbole, symbolism, and allusion.* In the second column next to the emotion, students will record the reference page and paragraph of the passage in the book, and in the third column record the emotion that was evoked. In the fourth column they record "color" of the emotion. In the fifth column, students will record the "sound" of that emotion. In the sixth column, they will describe the "feeling" (sense of touch) of that emotion. Students complete the activity in pairs while the teacher circulates the room to assess student work and offer guidance.	consider (poster, diorama, collage, story board, or other more creative ideas). The teacher will give each student a copy of the Scoring Guide and Rubric that will be used for grading the assignment. The teacher will review the Scoring Guide with the students to ensure their understanding of what is expected. Students will be directed to use the remainder of the period to work using any materials available in the classroom (posters, colored paper, pencils, pens, markers, magazines, glue, etc.) Formative Assessment: Periodically through this drafting period the teacher will direct the pairs to share their "works in progress" with the class to solicit suggestions. Examples of the best work are clearly pointed out. Problems are clearly pointed out at this stage.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Student Activities	The teacher will direct students to refer to the list of literary elements in their Reading Response Journal. The students will review from previous learning: *simile, metaphor, personification and imagery, hyperbole, symbolism, and allusion*, and record additional definitions for *extended metaphor/ conceit, and allegory* in their Reading Response Journal. Students will describe emotions felt by different characters at pivotal moments in the book, *The Devil's Highway*. The teacher will direct the class to read one or two passages involved in these moments and look for and identify emotionally-charged elements of figurative language. Students will a key moment that triggered their *own* feelings, identify the relevant passage, any figurative language present, and explain why they felt the particular emotion. Students will create their own example of each of the newly introduced literary elements in a complete sentence: *extended metaphor/conceit, and allegory*.	Students will recall the meaning of *imagery* by reviewing the definition of imagery and the examples they have recorded in their Reading Response Journal. Students will answer the question: How do the emotion-charged moments you selected from the book yesterday, create a picture in the reader's mind (definition of imagery)? Typical student response: the author's word choice, the metaphor he used to compare one thing with another, etc. Students will discuss the color, texture, and various other ways to visually represent emotions (which will lead to the formative assessment). Formative Assessment: The students use the chart template titled "The Devil's Highway Emotions Chart" to record the list of emotions they felt at pivotal moments they previously identified (students refer to teacher notes on the board from lesson one). Students will work in pairs to complete the chart following the guidelines presented by the teacher.	Students work in pairs to create a visual representation of the 5 elements of figurative language recorded on their copy of "The Devil's Highway Emotions Chart." After reviewing the assignment Scoring Guide and Rubric, students begin working in pairs on their visual representation of the emotions evoked by the author's use of figurative language. As they draft their visual representations, students will periodically share their "works in progress" with the class to solicit suggestions.	Students will self-assess their work by completing the Scoring Guide and Rubric, and then present to the class their visual representation of emotions created via figurative language and provide an explanation for each. Students will constructively comment on other pairs' work, pointing out excellent strategies and implementation.

The Devil's Highway
Emotions Chart

Element of Figurative Language	Page/¶ Reference	Emotion	Color of the Emotion	Sound of the Emotion	"Feeling" of the Emotion
Extended metaphor/conceit					
Allegory					
Imagery					

Student Name: _____

Presentation Scoring Guide and Rubric for a Literary Response Visual Representation

Challenges and Opportunities

OUTCOME: Students will demonstrate synthesis of figurative language (personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory) from a text by creating a visual representation of the emotions evoked from the author's use of figurative language. Students will present this work to the class.

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	1. The title and author of the book are included in the visual representation.				
	2. The main idea(s) of "emotions evoked" stands out and is supported in an explanation of the chosen examples of figurative language that create the emotions.				
	3. Quotes from the reading are included in the visual work and highlighted in the body of the presentation that correctly illustrate an element of figurative language.				
	4. The presentation summarizes the visual work as needed to clarify main points but does not retell the work.				
	5. Overall presentation effectively conveys the emotional impression of figurative language in *Devil's Highway* to the audience.				
	6. A minimum of 5 elements of figurative language are exemplified in the visual work and discussed in the presentation (to include extended metaphor/conceit, allegory, and imagery).				
Organization	7. The visual representation is designed to convey the cognitive and emotional aspects of meaning, to illustrate the author's use of language to evoke reader's emotions				
	8. Information about the visual representation is presented effectively for audience clarification.				
Voice	9. The presenter's oral presentation exemplifies confidence, interest and thorough understanding of the topic.				
Word Choice	10. Presenters use words of emotion in their explanations and logical organization to relate or summarize ideas.				
Sentence Fluency	11. Precise, vivid, natural language creates a clear and complete picture in the reader's mind.				
Conventions	12. The representation is free of errors in capitalization, punctuation and spelling.				

FINAL SCORE: _____/6_____

Scores are awarded percentages:
6 = 100%
5 = 90%
4 = 80%
3 = 70%
2 = 60%
1 = 50%