


Gl fi YmcZ
Z.ca dclHcb
UbX @lHtH rYz
:lbi Ufms(Z.88%

Unit 6: Analyzing
the Effect of
Language on
Meaning

Agenda:
• Focus Activity
• Organization
• Next Steps
• Socratic Seminar

Homework
Due 1/18

 paige.price@miva.net
www.miva.net/teachers/paigep

Please prepare for class by

- taking your seat
- taking out your homework
- taking out all of the poems we have been studying

Focus Activity:

- Individual: Identify the poem that was hardest for your this weekend. Reread it.
- Partner: Share your thinking about this poem with your partner. Ask any questions you might have.

Objectives:

- Students will learn how poetry differs from prose.
- Students will use evidence to support conclusions drawn from the text.

Aug 10-2:19 PM

Today's Whole-Class Discussion Goal

- You have already come so far in your discussion skills: making claims, building off of each other, challenging each other's ideas, inviting others into the conversation, etc.
- You have also developed your skills in keeping a topic alive by asking probing questions.
- Our next goal is to build your skills at using discussion to develop meaning by analyzing evidence instead of simply including evidence.

Jan 18-10:35 AM

How do you do *analyze* evidence?

Four easy steps:

- 1st step: Make a claim
- 2nd step: Cite evidence ("Everyone turn to _____, I am going to start reading from there.")
- 3rd step: Identify key poetic element (identify figure, line, meter rhyme)
- 4th: Connect to theme with commentary (thematic message)

(Does this remind you of a body paragraph in a literary analysis paper?)

Jan 24-8:07 AM

Example:

- 1st (claim): In "Fifteen," William Stafford argues that making good decisions marks the passage from boyhood to adulthood and that the moment of transition happens without warning or planning.
- 2nd (cite): Please turn to line 18 of "Fifteen." I'm going to start reading from there.
- 3rd (device): Notice that here, the poet stops comparing the motorcycle to a horse and calls it a "machine."
- 4th (commentary): Here Stafford stops using figurative language to describe the motorcycle. This tells the reader that the mind of the speaker has changed he's no longer seeing the motorcycle in the same way. It's not a horse that he could ride to freedom, it's a motorcycle that he needs to return to its owner.

Jan 24-8:08 AM

On your **white** rubric write

Your Name

Inside Circle

On your **yellow** rubric write

Your Name

Outside circle

Your partner's name

On the **bottom** of your **white** rubric, write your personal goal for the seminar and circle the rubric criterion.

Jan 24-8:26 AM