**Maya Angelou – Making connections to other texts**

**TIME and SETTING**

Advanced English II – 19/14 students (2nd/7th hour) – Small Rural School – two 50-minute class periods

**OBJECTIVE/S**

**By the end of class today, students should:**

* Practice writing analytical summaries
* Read and respond to two different kinds of texts

**MATERIALS NEEDED**

* 35 copies of Chapter 8, “Denial and Resistance: Getting Off the Hook,” from *Power, Privilege, and Difference* by Allan Johnson
* Elmo and a projector
* Students are responsible for bring their copies of *I Know Why the Caged Bird Sings*

**PROCEDURE**

Warm-Up (5 minutes)

 Start the class by passing out journals and instructing students to get started. They know the procedure expectations for journaling, but may need some reminds if the class is extra rowdy. (They journal on Tues/Thurs.)

Main Activity (40 minutes)

 Instructing students that we are making a shift between reading *I Know Why the Caged Bird Sings* to nonfiction literature temporarily, so we will briefly discuss *Caged Bird* today but will also be moving to new texts. (1-2 minutes)

Then, on the board write the pairs of students that will be working together and what chapter they are responsible for. Instruct them to go through their chapter and find a “talking point” (passage, phrase, quote, etc), create a title for the chapter, and be ready to present. They should prepare to discuss the talking point by highlighting why it stood out to them, what is significant about it, and how it connects to other themes/scenes/ideas within the book or other readings/discussion. We are going over 10 chapters (small chapters and will be place in 5 groups so that each group will have 2. Essentially, they should be able to start the discussion for their chapter through summary as well as quotes. (10-12 minutes)

Next, each pair/group will share while I write the pertinent information on the board. While they present, I will encourage others to contribute and share as well as add additional information as necessary for each chapter. We will spawn discussion as needed based off of what the students bring up for their talking point. As we work through the chapters, I will set in and clarify or include major points if the students left them out. (20-25 minutes)

Conclude *Caged Bird* (temporarily) by connecting her struggles to what we will be reading next. Tell the students background information on each of the new reading assignments: *Power, Privilege, and Difference* and *Days of Grace.* Pass out copies of Chapter 8 for today and instruct students to read and annotate it for homework tonight*.* Have students take out their reading schedules to the assignments since we are now making the shift. Tonight they should read the chapter, but over the weekend they should to finish chapter 5 in *Days of Grace,* which will be handed out tomorrow. (5 minutes)

Wrap-Up (5 minutes)

Wrap up by letting students begin reading or ask any questions they may have about the shift in reading schedule.

**Day 2**

Warm-Up (5 minutes)

 Start class by having students take out chapter 8 and to pair up with a partner. They should go through their annotations together and discussion what points stood out to them, what they found interesting, and discuss any ideas that connected to the text or their personal life. Remind them that they will be asked to share and that we will then open it up for a whole class discussion.

Main-Activity (40 minutes)

After the students have a few minutes to share with each other, ask a few pairs to share what they discussed. As they present ideas, they should reference the section or lines that helped them to see that point. I should help facilitate discussion by having the students deepen their level of thinking so that we can better understand the author’s main points and how it connects to the novel. To help the students see where the evidence comes from, as they bring up lines or phrases, I will use the Elmo to demonstrate it for everyone by annotating it on my handout.

 (16-18 minutes)

 Allow discussion to open up to a class discussion. Be sure at this time to make connections to *I Know Why the Caged Bird Sings* and Obama’s speech on race while specifically discussing issues of privilege and how it affects the students then and now.

 (10-12 minutes)

 Pass back the Rhetorical Précis that the students completed for Obama’s speech on race in order to help them make improvements. Have students again take out the handout and go over the expectations and good example. Use 2 student examples to go over and show what worked so students will have more examples of modeling. Remind students that this time you will grade them based on skill, whereas last time was for completion. On the board, go over the expectations for MLA format and any other questions they have. Then assign a précis due for Chapter 8 and let them know they will have one due for *Days of Grace* as well. (10 minutes)

Wrap-up (5 minutes)

Pass out *Days of Grace* for the weekend and remind students that they need to complete the chapter the Burden of Race.” They may begin reading or ask any questions that they have.

**ASSESSMENT**

I will assess the students’ analytical writing performance and comprehension of the informational text based off how they respond to the précis as well as in-class discussion. While they are reading, I will circulate to oversee how they are annotating. When we present I will also assess how well they are able to annotate. With a précis, they should follow very strict guidelines for the response and it should accurately convey the author’s thesis, support, purpose, and audience. We will do a few of these over the next few weeks, so I will be able to see additional progress.

**COMMON CORE ENGLISH LANGUAGE ARTS GOALS**

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

 Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)