

TITLE OF LESSON

English 1 Unit 3 Lesson 43 – Resistance, Part 1

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 3.0, 3.5-12, W1.0-2, 1.9, 2.0, W/O1.0-3, L/S1.0-1, 1.9, 1.11-13, 2.0, 2.4a-d

MATERIALS

- The Tradition* – Reading
- Can't Truss It* – Reading
- Give a Man a Fish* – Reading
- Subcity* – Reading
- Poetry Revision** – Student Page
- Clarifier** – Student Page
- Predictor** – Student Page
- Questioner** – Student Page
- Summarizer** – Student Page

LESSON OBJECTIVES

- To use **Reciprocal Teaching** strategies to read and interpret *The Tradition*, *Can't Truss It*, *Subcity*, and *Give a Man a Fish*
- To define resistance
- To visualize an image for resistance
- To classify the poems into sub-categories within the theme of Resistance
- To conduct peer revision of Ego Trips

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework.
- 2) **Daily Log** – Have students copy down the Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	3 – Decide which category of resistance your poem belongs to. Explain why you believe it belongs to that category. (1 Page)	What is Resistance?	<ol style="list-style-type: none"> <li>1. <b>Reciprocal Teaching</b></li> <li>2. Resistance Imagery</li> <li>3. Categories of Resistance</li> <li>4. Revise Ego Trips</li> </ol>	<i>The Tradition</i>  <i>Subcity</i>  <i>Give a Man a Fish</i>  <i>Can't Truss It</i>	<ol style="list-style-type: none"> <li>1. Journal Entry</li> <li>2. Rewrite Ego Trip poems.</li> <li>3. Study Vocabulary. Quiz in Lesson 44.</li> </ol>

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Reciprocal Teaching Instructions** – In their groups, tell students they will be using the **Reciprocal Teaching** strategy they have worked with previously during freshman year. Review the process of Reciprocal Teaching (described in the *Teaching Strategies* section of our website). Remind them of the tasks for each role as you distribute the handouts for **clarifier**, **predictor**, **summarizer** and **questioner**. Then have the members of each group select their roles and write their names on the top of their handouts.

2. Poems – Hand out the four poems: *The Tradition*, *Subcity*, *Give a Man a Fish*, and *Can't Truss It*. (Each group should only get one of the poems.) Ask each group to decide how they will read their poems (out loud- one person reads to the group while others follow along, each person reads a stanza until the whole poem has been read, each person reads one line until the whole poem is read, or they read silently). Remind them to stop frequently to accomplish their assigned tasks. Ask the students to look for connections to other poems read in class as well. They should decide how to present the information; they will be presenting both the poem and their interpretation of the poem to the rest of the class. **Remind them that the presentation of the poem should be a dramatic reading (emphasizing the poetry tools) and they must decide which order makes the most sense for the presentation (i.e. present the poem first, then the interpretation, or the interpretation followed by the poem).** Give them fifteen minutes to complete this task.
3. Presentation – Call on the groups to present their poems and to explain what they think the poems mean. After each group presents, ask the audience to identify the ways the group's dramatic reading emphasized the meaning of the poem.
4. Visualize Resistance – Ask for some volunteers from class to explain what they think the word Resistance means. Call on a few people, and write down ideas on the board. Somewhere within their definitions, they should touch upon the idea that resistance involves struggling against something. What is being struggled against depends on the context. Ask the students to visualize an image of resistance. If this notion of struggling against were an image, what would it look like? Everyone should get out a piece of paper and a pencil and draw the image that they have visualized. Then they should take turns presenting their images to their group members. Give them about five to seven minutes to do this.
5. Discussion – In the images that people drew, did anyone specify what was being struggled against? What was it? In the poems that they read, what was being struggled against? Were the poets also describing a struggle *for* something? What? How could they tell what the struggle was about? Students should be able to remember some specific examples, such as from *The Tradition*, where the struggles are delineated quite clearly: against water hoses and bulldogs, against nightsticks and bullets, against tanks and tear gas, needles and nooses. Ask the students what larger struggle this list describes. They should be able to discern the common themes of these poems; they are describing struggles against poverty and injustice. Some, such as *Subcity* and *Give a Man a Fish*, indict specific institutions, such as big business and the government. (Ask the students why the poets implicate these institutions). But the poems also describe a struggle *for* something: cultural identity, dignity, and pride. They describe acts of protest. They celebrate the small details of daily existence and victory over oppression. They challenge the silencing of subversive voices.
6. Categories of Resistance – Write the following categories down on the board and tell the students to copy them on a clean sheet of paper: *Breaking the Silence*, *Protest*, *Celebrating Things Not Traditionally Celebrated*. Tell students to decide which category the poem they read belongs to and to write **Journal 3** explaining why (for homework tonight). People who read the same poem may have different opinions about the category; that's fine. They should be able to explain why they chose the category they did, giving examples from the poem. They will be writing resistance poems in class tomorrow. They should also decide tonight which category is meaningful to them, that they would like to write their own resistance poem for.
7. **Peer Revision** – Now have the students bring out the new Ego Trips they wrote for homework. They will work on revision with partners. Have them exchange the poems with partners that you have assigned. Tell them to bring out the **Poetry Revision** sheet and their Poetry Toolboxes. Using both of these, they should make suggestions for revision. For number seven on the **Poetry Revision** sheet, they should consult their list of Poetry Tools and suggest at least one device that might be added to the poem. Give them fifteen minutes to do the revision.
8. Review Homework – Tonight, they will rewrite the Ego Trips based on revision suggestions. They also need to complete the journal entry and decide which category to use for their own Resistance Poems. They should also be studying their vocabulary; they will have a quiz in Lesson 44.

**NOTE:** The students will be doing dramatic readings at the poetry café in Lesson 45. Remember to invite other teachers as guest speakers and evaluators. They could read a poem of their own, or just a favorite poem from another poet. If you decide to do this, then arrange in advance for the teachers to come, specifying whether they should stay for an appointed five minutes or visit during the whole café. Ask them to specify what poems they will present. Tell them that they will also be evaluating the student readers.

---

#### HOMEWORK

- 1) Draft 2 – Write the second draft of Good Ego Trips, to include peer revision suggestions.
  - 2) Journal 3 – (1 Page) Decide which category the poem you were assigned belongs to (*Breaking the Silence, Protest, Celebrating Things Not Traditionally Celebrated*). Explain why you believe it belongs to that category.
  - 3) Write down which category you would like to use for your own Resistance Poem.
  - 4) Study vocabulary. Quiz in Lesson 44.
- 

#### GROUP ROLES

**Clarifier** – Your job is to help your group members dig up any information that will make the reading easier to understand. This might mean finding out information related to the poem like: history, culture, geography, information about the poet, or definitions of words that are unfamiliar. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

**Predictor** – Your role is to help your group gather information, make connections, and predict what will happen next or what the poet might discuss next in the poem. Predictions are based on information, not just guesses. Heading, subheadings, and questions found in the poem will help with predictions. Be sure your group can answer the Why. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

**Summarizer** – Your job is to help your group write a brief summary of the poem. Your group will need to write a statement that will give the key points, the main highlights, the gist, the essence of the reading assignment. There may be several big ideas or events that will be important to remember and discuss. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

**Questioner** – Your job is to help your group develop a list of questions about the poem that your group will discuss. Usually the best questions come from your own thoughts, feelings, concerns, and reactions to what you read. Your task is to help people talk over the big ideas in the reading and share their reactions. You will lead the discussion and make sure that all participants contribute to the group. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

---

#### DOCUMENTATION FOR PORTFOLIO

##### Unit 1

- Final Exam Unit 1
- Hero Myth
- Trickster Myth
- Monster Myth
- Creation Myth

##### Unit 3

- Character Diary 3
- Character Diary 5
- Exit Scene Prologue
- Exit Scene
- Exit Scene Promptbook

##### Unit 2

- Final Project #1: Creating Your Own Autobiography Web Page
- Final Project #2: Book Project of all of their writings to date: 4 Autobiographical Incidents, 2 Evaluation Essays, and 4 Myths
- Final Exam Unit 2

##### Unit 4

None

- Partner Name Poem
- Clothing Ode