

TITLE OF LESSON:

English 2 Unit 3 Lesson 4 – Final Draft of Memory Poems
How does family history shape us?

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1.2, 3.0; W2.0; W/O1.0-3; L/S1.0, 1.3, 1.9, 2.0, 2.6 a-c

MATERIALS

- Editing Skills List** – Student Page
- Poetry Rubric** – Student Page
- Poetry Grading Procedure** – Student Page

LESSON OBJECTIVES

- To edit a partner’s memory poem
- To write the final draft of the memory poem
- To present memory poems and family pictures to the class

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Pass back graded assignments.
- 2) **Daily Log** – Copy **Daily Log** below.
- 3) **Sustained Silent Reading** – Tell students to read silently for fifteen minutes, and make sure to read along with them. After silent reading, ask students if there are any examples in their books of authors writing about dreams. Point out an example from your own book, if there is one.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	2: Write down the dream you have tonight, or a dream you have had in the past (one full page)		1. Peer Editing 2. Final draft of memory poems 3. Present poems to class		1. Write Journal 2 (one page). 2. Study Vocabulary. 3. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Peer Editing** – Ask students to take out the second drafts of their memory poems. Tell students to bring out their **Editing Skills Lists**, or place it on the overhead projector. Have students switch the second draft of their memory poem with a partner. By now, they should be very familiar with the editing process, but you may want to remind them of a few things to look for. At the top of their partner’s memory poem, have them write the words, Edited by, and then write their name. They should make sure they are editing in a different color pen or pencil from the text they are working with. Let them work at their own pace. Tell them they will have only 15 minutes to finish editing. Whatever they do not finish in that amount of time becomes their responsibility outside of class. There are some skills on the list that do not apply to poems. Therefore, students are not responsible for them. Then let students get to work. At the end of 15 minutes, call time.
2. Final Drafts of Poems – Distribute the **Poetry Rubric** and **Poetry Grading Procedure**. After students finish editing, tell them to get right to work on writing their final drafts, error free. Tell them to refer to the rubric and

grading procedure to make sure that they are including all necessary elements in their poems. Remind them that the grading procedure lists all required components that they must turn in, and is a reflection of their efforts in taking the poem through the drafting process. The rubric shows them how to get an A paper and the rubric evaluates the quality of the poem and the use of poetry tools. They will be presenting the poems this period, then turning them in. Allow them to work until fifteen minutes before the end of the period. If anyone finishes their final draft before then, they may practice presenting their poem.

3. Spoken Word Performance – Fifteen minutes before the end of class, call time. Tell the students that they will stand up and deliver a dramatic reading of their poems. No pauses between readings. Remind them that, even though they have not had a chance to practice presenting this poem very much, they should consider this a practice for other oral presentations they will have throughout the unit. Every time they present, they should be conscious of how they can improve their presentations in general. Have students bring their poem (whether it's finished or not), their family pictures that relate to the poem, and themselves to the middle of the room and form a circle. Ask for a volunteer to start. If no one volunteers, you pick. That usually gets someone to volunteer. Ask that person if she would like to go to her right or left. Whichever way she chooses, that is the next person who will read. Then they will continue in that same direction until all students have read. Hopefully, you had time to create a poem too so that you can join the circle and read yours! Have the first person start. After she reads the poem, she should hold up her family picture, from the journal entry that inspired the poem, and show the images from the picture that made it into the poem. As soon as she is finished with her presentation, the next person should go and so on until everyone has read. It's always nice to clap at the end. Usually, students naturally do it. If they don't, you remind them to give themselves a hand. Its not easy reading your work out loud to others. Collect them and post the poems and the images in the room.
4. Discuss: How does family history shape us? – Ask students to consider this question, in light of the memory poems presented. Did the memories presented seem like strong influences on the current lives of the students? What did the tone reveal? What did the messages of the poems say about the importance of family history?
5. Review Homework – Tell students to write a journal entry about a dream. This may be the dream they have tonight – in which case, they can write it down in the morning, as soon as they wake up tomorrow. Or they may write about a dream they have had in the past. However, their memory of the dream should be detailed enough that they can write one full page about it. Tomorrow in class, they will create images from these dreams, so the journal entries should contain some details about images. The writing should be descriptive.

HOMEWORK

1. Write [Journal 2](#) about a dream. (one full page)
2. Study Vocabulary.
3. Continue reading novels

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
 Evaluation Essay #2
 Project 2
 Evaluation Essay #3
 Project 3 – Planning Your First Image
 Project 4 – Planning Your Second Image
 Novel Evaluation
 Project 5 – Planning Your Third Image
 Evaluation Essay #4
 Final Project Image

Unit 2

Essay 1: War
 Essay 2: Communication
 Novel Evaluation 2
 Project 1 – Letters to the Editor
 Evaluation Essay #5
 Project 2 – Political Cartoons
 Project 3 – Editorials
 Project 4 – CyberSpeech
 Project 5 – Hard News Stories
 Novel Evaluation 3



ETHNIC LITERATURE: VEILS

English 2 Unit 1 Final Exam

Final Project – Online Newspaper
English 2 Unit 2 Final Exam

Unit 3
Memory Poem

Unit 4
None

