**Lesson Plan** **Mekayla Cook**

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| **Topic:** (ELA) Langston Hughes/Author’s Purpose | | |
| **Grades:** 4th | | **Date:** 2/8/2017  **Time:** 45 minutes  **HOT Questions:**  What does deferred/fester/ barren/melodies/vast/ unfettered/horizons/bronze mean?  How are MLK Jr. and Langston Hughes related?   * Civil rights, believing in your dreams   How does Langston Hughes’ life impact his poetry?  What is the author’s message in this/these poems?  How does Langston Hughes use poetry to advocate for civil rights?  Create a new poem supporting the reader’s dreams/civil rights.  **Assessment:**  Type of assessment:  Formative, written.  How will this assessment show you that students have mastered the objective?  The achievement of my lesson objectives will be indicated by students' ability to write their own poem, as well as their contributions during group work and correct completion graphic organizers.  Exit Question:  How can I write a poem that portrays the messages Langston Hughes has been writing for? |
| **Standard(s):**  LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (In order to comprehend the poem, students must understand vocabulary in context)  LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Students are finding how living in Harlem affected Hughes' poetry)  LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. (Students are finding the main message of the poems)  LAFS.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Students are reading poetry for comprehension)  LAFS.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (Students will be discussing elements of poems in the lesson) | |
| **Objective:**  Students will be able to write a lyrical poem explaining the effect of living in Harlem on Langston Hughes' career.  Students will be able to read poetry and identify the author's purpose/main message. | |
| **Vocabulary:** deferred, fester, barren, melodies, vast, unfettered, horizons, bronze. Injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall. | |
| **Materials:** Matching vocabulary cards for each table, printed copies of various Langston Hughes poems, “Langston Hughes’ Poetry” graphic organizer, Journey’s textbooks “Langston Hughes: A Poet and a Dreamer,” NewsELA Article (<https://newsela.com/articles/smi-langston-hughes/id/22154/>) “New African-American history museum inspires new look at famous poem,” Lexile levels 940, 570 (English and Spanish) and 710, chart paper, lined paper, markers, plain white paper. | |
| **Opening (Engage)** | |
| **Time**  5 minutes | **Task**  Each table group will be given a set of 8 unfamiliar vocabulary terms and their definitions they may encounter in the poems: deferred, fester, barren, melodies, vast, unfettered, horizons, bronze.  Students will be told to make matches in their groups, celebrating briefly and standing up when they’re done. The teacher will reward the first finished and correct group with “Involved” tickets (schoolwide PBS). The group will share their matches and other groups will high-five their teams for correct matches, while attaching the correct definition to the back. |
| **Building Understanding (Whole Group Exploration / Core):** | |
| **Time**  1 min.  13 min.  4 min.  3 min.  10 min.  4 min. | **Task**  The teacher will introduce Langston Hughes, an African American poet who inspired people worldwide during the Harlem Renaissance. The Harlem Renaissance was a burst of African American music, literature, poetry, and art in the 1930’s in Harlem, New York. Like Dr. Martin Luther King Jr., Hughes believed that a person’s dream/goal could change the future and advocated for civil rights.  Students will be told they are going to share an important fact about “Langston Hughes” and how his life might affect his poetry. The teacher will project the guiding question: “How does Langston Hughes’ life impact his poetry?”  The class will be given the “New African-American history museum inspires new look at famous poem” article to read and identify an important fact. (At this time, the teacher rotates and distributes the “Langston Hughes’ Poetry” graphic organizer.)   * For students with disabilities, students who are English language learners, or students with lower-reading levels, they will be given the 570 Lexile article. On level students will be given the 710 Lexile. Students who are gifted/above level will be challenged to read the 940 Lexile, but will be given a 710 if necessary. Students who are English language learners will be given Spanish versions of the article.   Students will write their fact on a plain sheet of paper. The teacher will rotate the room and select a few students to share: students will add key words, facts, sketches or illustrations to their sheet of paper as the learners share.  The teacher will project and read the poem “Harlem,” by Langston Hughes, modeling appropriate pausing and pacing (fluency). Together, the teacher and students will determine Hughes’ main message which will be added to the student’s graphic organizer:   * A dream that isn’t pursued goes wasted.   Each table will be given a Langston Hughes poem to identify the main message of in their groups. The teacher will rotate the room to ensure each main idea/message is accurate.  The groups will read their poems, share their messages and have the other students write the poem’s message down. |
| **Lesson Closure** | |
| **Time**  5 min. + | **Task**  Students will write their own lyrical poem, based on Langston Hughes’ messages. |
| **Differentiation:**  The teacher will differentiate and provide support in the following ways:  Reteach (Greatest Support)  These students will be closely monitored during group/independent work. Also, they will read a lower Lexile leveled article.  Enrich (Least Support)  These students will be provided with a higher level Lexile article. Also, they will be allowed to perform internet research to learn more about the Harlem Renaissance.  **Accommodations:**  (What students need specific accommodation? List individual students (initials), and then explain the accommodations you will implement for these unique learners.)  Morning class students who are ELL’s: JG, SB, LZ, BC, GH & GE- Posting directions, working with a peer, visual cues. Lower Lexile level, also provided in Spanish.  Afternoon class students with IEP’s: JW, TD & JM- Additional time, reading the questions out loud. Lower Lexile level.  Graphic organizers and visual cues (posting directions) are provided for students with disabilities in the class.  Accommodating SWD: "Pre-teach new topics, this may include a written summary of the new topic, together with a glossary of key terms and definitions,” (Pickett, 2014, pp. 29).  “Students should receive individualized opportunities to verbalize, write, or otherwise create something using the lesson’s material,” (Willis, 2007, pp. 110). Writing a poem to create something new with their understanding of Hughes' purpose.  The NewsELA website provides articles in adjustable Lexile levels, as well as languages. | |
| **Connections:**  How does this lesson connect to the real world? How does this lesson connect to the interests and/or cultural backgrounds of your students?  To plan this lesson, I considered the celebration of Black History Month (February). The students are learning what would inspire a person to try and change the world. Langston Hughes strove for civil rights, which is demonstrated by his poems.  Students completed a pre-quiz involving Langston Hughes' "I, too" in which they were asked to infer author's purpose/message and indicate any understanding of the time period in which the poem was written. Three students (out of 17) identified the time period: "a long time ago when we didn't have civil rights," "when black and white people were separated, before Martin Luther King Jr made his speech," and "when black and white people were separated." Only two students inferred Hughes' message: "he wanted people to see he was an American and not to exclude the black," and "stand up for what you believe in." Considering this, it seems that students do not have much experience with poetry. I will be teaching them that poetry is felt, not just read. I will also provide a context for understanding the poems, the Harlem Renaissance, to support student understanding. Also, one of the articles students read reveals the meaning behind "I, too."  Students are working to identify author's purpose in a variety of texts, they will be working closely with poems moving forward. The day before the lesson, students read "My Brother Martin," which addressed the time period and activism for civil rights. | | |

**Harlem**

*By Langston Hughes*

What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

Like a syrupy sweet?

Maybe it just sags

Like a heavy load.

Or does it explode?

**To You**

*By Langston Hughes*

To sit down and dream, to sit and read,

To sit and learn about the world

Outside our world of here and now-

Our problem world-

To dream of vast horizons of the soul

Through dreams made whole,

Unfettered free- help me!

All you who are dreamers too,

Help me to make

Our world anew.

I reach out my dreams to you.

**Dreams**

*By Langston Hughes*

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow.

**The Dream Keeper**

*By Langston Hughes*

Bring me all of your dreams,

You dreamers,

Bring me all of your

Heart melodies

That I may wrap them

In a blue cloud-cloth

Away from the too-rough fingers

Of the world.

**I Continue To Dream**

*By Langston Hughes*

I take my dreams and make of them a bronze vase

and a round fountain with a beautiful statue in its center.

And a song with a broken heart and I ask you:

Do you understand my dreams?

Sometimes you say you do,

And sometimes you say you don't.

Either way it doesn't matter.

I continue to dream.

Activist’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Langston Hughes’ Poetry

How did Langston Hughes use poetry to fight for civil rights?

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| *Poem* | *Hughes’ Main Message* |
| “Harlem” |  |
| “To You” |  |
| “Dreams” |  |
| “The Dream Keeper” |  |
| “I Continue To Dream” |  |

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| Deferred | To be put off or postponed |
| Fester | To become rotten from neglect |
| Barren | Bleak/dreary and lifeless |
| Melodies | Harmony/satisfying music |
| Vast | A great extent/immense (very far) |
| Unfettered | Released from restraint/not held down |
| Horizons | The limit of a person’s mental perceptions |
| Bronze | A color like copper |