

TITLE OF LESSON

English 2 Unit 1 Lesson 11 – Evaluating Poetry

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-2, 3.0, 3.5-3.9, 3.11; W1.0-2, 2.0, 2.2 a-d; W/O1.0-4; L/S1.0-9, 2.2 a-f, 2.4 a-d

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MATERIALS

**Essay #1 Requirements** – Student Page

**Evaluation Rubric** – Student Page

**Blank Circle Diagram** (extra handouts for students and an overhead copy for you) – Student Page

**Circle Diagram for Evaluation Essay Instructions** – Student Page

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LESSON OBJECTIVES

- To model for students the best way to write an evaluation essay
  - To share ideas about lyrics that best represent race identity constructs
  - To review bias, judgment, perception, and stereotype as working vocabulary
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back all graded assignments. Have students place them in the correct section of their binder. Initial/stamp all completed homework assignments.
- 2) **Daily Log** – Have students copy the daily log below.
- 3) **Silent Reading** – Read silently for 20 minutes with the students. At the end of 20 minutes, call time. Ask students which character they really like. Have them describe the character they are reading about and tell why they like them so much. If no one volunteers, you describe the one character you really love. Be sure to tell why. Tell students that often what keeps readers reading is the ability to identify or sympathize with a character, to put yourself in their shoes so to speak. Tell them whenever they read, they should try to find one character they really like.

<b>Lecture</b>					
<b>Date</b>	<b>Journal</b>	<b>Discussion</b>	<b>Activity</b>	<b>Readings</b>	<b>Homework</b>
		How to Write the First Draft of An Evaluation Essay	1. Silent Reading 2. Group Read Around of Song Lyric Evaluations 3. Writing the first draft of your essay		Complete the first draft of Evaluation Essay #1.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Group Read Around**—Have students take out the **Circle Diagram** they created for the song lyrics they chose. They should also take out their copies of the songs. Tell students they are going to read their thesis statement to their group, explain the reasons they use to support their thesis, and give the evidence that backs up each reason. Ask for one volunteer from each group to go first. Have them raise their hand. Then ask each volunteer if they would like to go to their right or their left. When they have told you, tell them that is the direction of the person who will read their thesis and explain it next. Tell them each person in the group will have two minutes to

- explain their **Circle Diagram** to the group. Tell them you will call time at the end of two minutes and the next person will explain. Have them begin.
2. Choosing Circle Diagrams – When each person has explained their **Circle Diagram**, tell the groups they should decide which **Circle Diagram** best addresses the idea that song lyrics can be used to construct race identity. Tell them they should look at how well the author used reasons that included poetic devices and evidence from the songs. They should also look at which **Circle Diagram** has a compelling and complex thesis statement. Give them two minutes to agree on one.
  3. Presentations – At the end of two minutes call time. Have each person whose **Circle Diagram** was chosen stand and explain their Circle Diagram to the class.
  4. Set Up – Finally, ask for a volunteer to give you their **Circle Diagram** as a model for today's evaluation essay writing lesson. You only need one. Tell the class you will be modeling for them how an evaluation essay should look in paragraph form so that they can go from their **Circle Diagram** notes to an essay with complete sentences and paragraphs. Quickly transfer the student's Circle Diagram to the front board. You may want a student to do this so that you can get started on the writing of the essay.
  5. How to Write an Essay: Explanation– On a large sheet of butcher paper, post the following so that all students can see it:
    - Paragraph 1** = your thesis statement, your 3 reasons (at least 3, but you might have more) that led you to believe your thesis statement is true, and a closing sentence.
    - Paragraph 2** = your first reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.
    - Paragraph 3** = your second reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.
    - Paragraph 4** = your third reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.
    - Paragraph 5** = your closing statement which should be your initial thesis statement restated in a new and different way, questions you may still have and why you have them, and a closing sentence that wraps all of your ideas up.

**Tell students this is how they will write their essay.**
  6. Modeling How to Write an Essay – You be the writer of the essay on the overhead projector. Ask students to look at the **Circle Diagram** that should by now be posted on the front board. Ask them what the first sentence of the essay could be, based on the **Circle Diagram** and the paragraph structure you have posted on the butcher paper. Write the first sentence they volunteer. Remember some answers may be more logical than others, but the idea is to make them think about why. So if they say write the first reason, write that. Continue to build the first paragraph of the essay with them on the overhead. Hopefully, other students will catch that writing the reason before you give your thesis statement might not make sense unless they are building to the thesis. Help them to think about what they write. Do this for each paragraph until you have finished the essay. Remind students that this is a first draft. It should be messy. They should just be trying to get their ideas on paper in a way that makes sense.
  7. Essay 1 Directions – Pass out **Essay #1 Requirements** to each student. Tell them that they have already completed STEP 1. They will be working through the rest of the steps in class for the next couple of days. It will be their responsibility to complete STEP 2 tonight for homework. Ask them to take out all of the Circle Diagrams they have completed to date. Tell them they must choose the **Circle Diagram** they would like to use to take through the drafting process for a formal letter grade. When they have chosen the **Circle Diagram** they will use, they should take out all of the readings they used for that Circle Diagram, along with any notes from class or handouts they used to discuss and think about those poems. They will need them to write their essay. Tell them they may start on it now, if there is time left in class.
  8. **Goal Setting** – Five minutes before the end of the period, ask students to take out the **Evaluation Rubric** you gave them at the beginning of the unit. If students do not have them, pass out new rubrics. Ask them to look at the rubric and circle the score they will try to earn. Ask them to write their names at the top of the rubric. Tell

them that as they write they should refer to their rubrics to make sure they know what they need to get the grade they say they want. Remind them that you will be collecting their rubrics with their essay drafts in Lesson 14.

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**HOMEWORK**

Finish writing the first draft of Essay #1.

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**GROUP ROLES**

None

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**DOCUMENTATION FOR PORTFOLIO**

None