

**Instructional Lesson Plan**  
**English Language Arts**

<b>Grade: 11</b>	<b>Unit Title:</b> Narrative Form
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**Lesson Overview**

- This lesson will take one or two class periods.
- After viewing and discussing a gallery walk on the Civil War, students will read and analyze for meaning Walt Whitman’s “A Sight in Camp in the Daybreak Gray and Dim”

**Teacher Planning and Preparation**

- All students other than those enrolled in AP English 11 will participate in this lesson. Teachers should plan for a full range of differentiated needs.
- Teachers should pre-read the text and rehearse their delivery.
- Sufficient copies of text and all handouts so that each student has one.
- Kagan group structures should be in effect. If not, then should be placed in pairs.

**Essential Question**

How does the narrative form affect poetry?

**Common Core Standards Applicable to This Lesson**

**RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain  
**RL2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  
**RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful  
**RL5** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**Student Outcomes**

- Students will paraphrase Whitman’s poem and analyze its meaning.
- Students will determine the theme of Whitman’s poem and support their choice with evidence from the text.
- Students will explain the connotative and denotative meanings of words and phrases in the text of Whitman’s poem.

**Materials**

- Copies of gallery walk to display on the wall.
- Copies of “A Sight in Camp in the Daybreak Gray and Dim”—one per student for annotating
- Copies of “they want me to settle down” by Frances Chung for scaffolding free verse. One copy per student or project poem on the screen
- Copies of organizer—one per student.

**Pre-Assessment**

- Specific pre-assessment created for this unit

**Lesson Procedure**

1. Begin with this brief warm-up or motivational activity—Divide your paper into thirds. Take two minutes to write as many things as you can about the Civil War. Then give the students one minute to work with a partner to expand their lists through discussion. Finally, let the whole class discuss what they know in order to more fully develop the topic.
2. Give the students this definition of free verse: **Free verse is poetry written with a regular rhyme scheme, meter, or form. In other words, it has no rhyme, no rhythm, and no particular shape.**
3. Put the following poem on the document camera:

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**they want me to settle down**

**By Frances Chung**

**they want me to settle down**

**when I have not yet lived**

**mother talking to me in songs**

**of shopping bags and movie star calendars**

**given for free at the grocery store**

**(she wants a grandson)**

**with hopes of mooncakes dragon bracelets**

**and ginger soup**

**they want me to settle down**

**with the nice young man from Brooklyn**

**with the car and college degree**

**but every cockroach than runs across**

**my mind**

**whispers that I haven't seen Peking**

Read the poem aloud and then ask the students what they noticed about the poem. They should have noticed that it had no punctuation, no capital letters, no rhymes, no regular rhythm, and no set line length. Point out that free verse often sounds like someone speaking or thinking. Tell them that free verse often doesn't follow the rules for capitalization and punctuation in order to give full expression to the ideas.

4. Divide the students into groups of 2-3 students. They will be performing a gallery walk consisting of Civil War photographs by Matthew Brady. Tell them they will work with their group to answer questions about the photographs and to predict how they might apply to the poem. Tell them they will have only 3 minutes to view, discuss, and write about each picture before they will have to move on to the next photograph. When the students have seen and written about all the photographs, they should share their observations with the rest of the class.
5. Tell students they will be reading a poem about the Civil by Walt Whitman. Share a little about Whitman's life and experiences with the class.
6. Have students read "A Sight in Camp in the Daybreak Gray and Dim" silently. They should then annotate their copies of the poem. Then the teacher should read the poem aloud to the students.
7. **I do portion of the organizer:** Reread the first stanza of the poem aloud to the students. Ask them to turn and talk to their partner for one minute about how they would paraphrase the stanza and what they think the stanza means. Then model how you paraphrased the stanza. And then go through the stanza line by line modeling and thinking aloud to show the students how you arrived at the meaning (Paraphrased sample and meaning sample are printed on the organizer.)
8. **We do portion of the organizer:** Pass out the graphic organizer. Tell the students that what you paraphrased is already on the organizer and as well as what you thought the stanza meant. Then read aloud the second stanza. Have the students turn and talk to their partners. They should paraphrase the stanza and then work together to determine its meaning. As they are working, you should circulate throughout the room giving comments and assistance as needed. Give them about five minutes to work on this portion of the organizer before ask them to share their findings with the class.
9. **You do portion of the organizer:** Tell the students they will complete the graphic organizer independently. Give them about seven minutes to complete the final stanza.

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**Formative Assessment**

**Write a short essay to answer the following prompt:** Walt Whitman was considered a disturbing, revolutionary poet when his work first speared. He was considered revolutionary in this style and form; he was seen as disturbing for his voice, his ideas, his subject matter, and his personal image. Is there something that would be considered revolutionary or disturbing about “A Sight in Camp in the Daybreak Gray and Dim?” Support your choice with evidence from the text.

**Lesson Closure/Question for Discussion:**

How does Whitman’s poem relate to the photograph’s you saw in the gallery walk?