**Week Two, Day Four Lesson Plan**

**Objectives:**

**CC.9-10.L.5 Vocabulary Acquisition and Use**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Procedures:**

A. Make groups of four or five-

B. Ask them to take out a sheet of paper and to write down their impressions of the song “Storm Coming” by Gnarls Barkley.

C. After they are finished, talk about the connection/difference between slam poetry and music/rap. Let them jot down their ideas.

D. Together in groups open to page 127-130.

E. Discuss among their groups the significance of the passage and try to think in Steve’s shoes. What is he saying?

E. As they read through Steve’s monologue, get them to work together as a group to construct a poem using lines from the text. It doesn’t have to be perfect. But construct a poem that captures what Steve Harmon is feeling during this time. They can use Wordle to copy the text into it and get significant words to use for the exercise. (As extra credit, they can “attempt” to make it into a rap and perform it in class but it is not required.)

F. For an individual writing exercise, each member of the group has to come up with the kind of musical elements they would use to perform their group’s poem. Fast paced/slow paced, etc. What kind of background music… etc.

Main point is to get them to understand how rap music is produced. And to make the connection that as movies are made from scripts/screenplays, raps are created from poems.

**Assessment**

**CC.9-10.L.5 Vocabulary Acquisition and Use**: When reading their individual writing exercise, I’ll be able to see if they understood the text they read (Steve’s monologue), and to see if they grasped most of the important concepts of the story. And the way they interpreted their groups poem help me see how they perceive Steve and his situation.