Secondary CLR and SEL Lesson
English Language Arts- Grade 9
Days 1-5

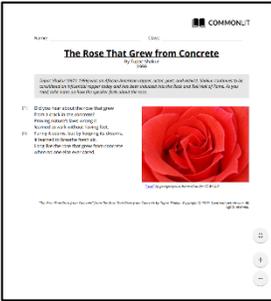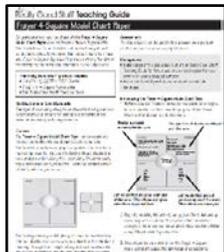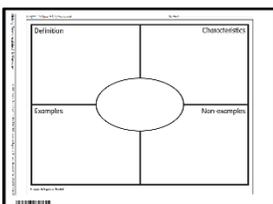|	
Title: "The Rose that Grew from Concrete"	
California State Standards	<u>**RL. 9-10.1:**</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <u>**RL. 9-10.2:**</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>**RL. 9-10.4:**</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings: analyze the cumulative impact of specific word choices on meaning and tone (e.g: how the language evokes a sense of time and place; how it sets a formal or informal tone).
Content Objective	**Students are able to:** Read and comprehend literature, including stories, dramas, and **poems**, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Instructional Foci	• **Culturally and Linguistically Responsive Pedagogy** • **Academic Moves** • **Notice & Note** • **Visible Learning**
Depth of Knowledge Level	**DOK 2:** Generate conjectures based on observations or prior knowledge and experience. **DOK 3:** Analyze information within texts; use reasoning, planning, and evidence to support inferences; cite evidence and develop a logical argument for conjectures **DOK 4:** Justify and draw conclusions; synthesize information from texts
Essential Question	How does Figurative Language impact your understanding of various literary texts?
Access Strategies	**Access Strategies from the EL & SEL Master Plan: Page 91** ☐ *Contrastive Analysis* ☒ *Communal & Cooperative Learning* ☒ *Instructional Conversations* ☒ *Academic Language Development* ☒ *Advanced Graphic Organizers*
CLR Protocols	**"Musical Shares", "Turn and Talk" Teacher's Choice Call Response**

Materials	• The Rose that Grew from Concrete Text (Shakur) • Figurative Language Analysis Tool • Frayer Model: Graphic Organizer • C.U.B.S. Annotation Strategy Graphic Organizer • 3-2-1 Model- Note & Notice Graphic Organizer • Glow and Grow Template • "Keep your Head Up" Video Clip https://www.youtube.com/watch?v=XW--IGAfeas • Visual Representation Rubric • Oral Presentation Rubric • LCD Projector • Projector Screen/Whiteboard
Key Vocabulary	Juxtaposition, Symbolism, Resilience, Figurative Language: Simile, Metaphor, Personification
Culminating Task	Students will create a Visual Representation that captures the essence of their life story. Their VR must be accompanied by a (situationally appropriate) song selection that they consider to be the "soundtrack" of their lives.

	Lesson Activities **Day 1**
 Visual Text	1. As students enter Tupac Shakur's video "Keep Your Head Up" is being projected on the screen. • Call students to focus with a **CLR attention getting signal: Call and Response**: If you can hear me, clap once; Can I get a … Whoop whoop, Ready to Rock…Rock with it)) 2. Project/display the attached visual text for students to see. Give students 2-3 minutes (**Moment of Silence**) to absorb both the figurative/literal meanings conveyed through this visual text.

Frayer Model Directions

Frayer Model Graphic Organizer

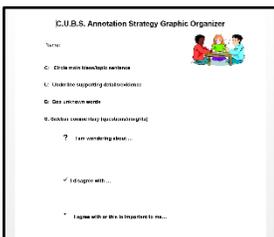**C.U.B.S. Annotation Strategy Graphic Organizer**

3. Have students create a #hashtag that summarizes their thoughts on the visual text.   (3-5 mins)

4. Have students engage in **Musical Shares** (teacher's choice song selection) to share their #Hashtags. Students should "mix"/share at least three times. (7-10 mins)

5. Bring students back together w/ a **Call Response**. Once students are seated, have students "**Raise A Righteous Hand"** to share out their #Hashtag and one that was given to them by another student.
   - Chart Responses

6. After charting responses, review the list of #Hashtags with students highlighting the phrases that most closely capture the essence of the image.

Terms to review/introduce/emphasize: Juxtaposition, Symbolism, Resilience, Figurative Language: Simile, Metaphor, Personification

7. Students create a **Frayer Model Graphic Organizer** for Figurative Language: Simile, Metaphor, Personification (20 mins)

8. Share a copy of "**The Rose That Grew from Concrete"** with students.

9. Give students 5-7 mins to read/interact with poem.
   - Use **C.U.B.S. Annotation Strategy Graphic Organizer** or other annotation strategy.

	Lesson Activities **Day 2**
   C.U.B.S. **Annotation** **Strategy Graphic** **Organizer** **Figurative** **Language** **Analysis Tool**	1. Have students complete a **second read** using the following questions to guide their thinking: • Why does Tupac Shakur open the poem with a question? • Is the subject of this poem literal or figurative? Provide evidence from the text to support your answer. • Can you determine the theme of this work? Provide evidence from the text to support your answer. (Students may write their responses to the questions on the bottom of the poem.) 2. Have students share their responses to the guiding questions using the **"Turn and Talk"** protocol (2 mins) 3. Have students revisit the text to focus in on the examples of figurative language used in the poem (7-10 mins). • Students should underline or highlight examples as they identify them. **(C.U.B.S. Annotation Strategy: circle main ideas/topic sentences; underline supporting details/evidence; box unknown words; sidebar commentary- questions/insights)** 4. Introduce/Review the **Academic Moves** resource book- Section: ANALYZE • Review the "ANALYZE" Scenario from the **Academic Moves** resource book • Model for students the thought processes inherent to analysis • Complete the "ANALYZE Scenario whole group to ensure that all students understand the key aspects of an analysis. 5. Using the **"Figurative Language Analysis Tool"**, provided, students will **categorize, then analyze** each example of figurative language used by Shakur. (15 mins) • Students may use their annotated poem as a reference • Students may use their previously generated **Frayer Models** to complete the graphic organizer. 6. After completing the **"Figurative Language Analysis Tool"** have students respond to the following: How does Shakur's use of figurative language impact your understanding of the poem? (Use a **Think-Pair Share** with a neighbor and then **Share Aloud** with the entire class.)
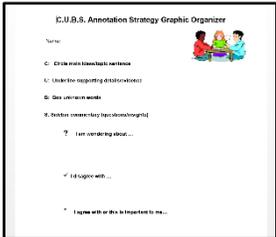
	1. . **Terms to review/introduce/emphasize**: Juxtaposition, Symbolism, Resilience • Students create a **Frayer Model** for Juxtaposition, Symbolism, Resilience (15mins) 2. Have students **THINK, INK, PAIR SHARE** about a time when they had to show **resilience,** in order to succeed at a task, or just to keep moving forward in their daily lives. ## Extended Learning: **1.** After analyzing both the **visual and written** forms of Shakur's poem "The Rose That Grew from Concrete" students are to create a visual representation that captures the essence of their life story per the **"Visual Representation Rubric."** 2. After students create a visual representation of their life stories, they are to select a song that they feel parallels their artwork and could be considered as the "soundtrack" of their lives. Lyrics are to be included with visual text, based on the "**Visual Representation Rubric."** Examples of a task include: • A collage of images that speak to student's life experience • An asymmetrical self-portrait-half image/half words • An image that figuratively captures the essence of student's life (i.e. an image of a night giving way to daybreak • An iMovie composed of images, words, phrases, using their song selection as the literal soundtrack 3. Introduce terms: Code Switching & Situational Appropriateness 4. Whole Group discussion (5 mins) • Share with students that different situations necessitate different conduct and/or language. Therefore, it is essential to understand when and how to engage and communicate with others in various situations. • Specifically, as it pertains to their song selections, students must select versions of songs with lyrics, that are situationally appropriate for the classroom.

Visual Representation Rubric

	• If a classroom appropriate version does not exist, students should be tasked with revising the language so that it fits the context of the classroom.
	5. Distribute & discuss the **Visual Representation Rubric** and the **Oral Presentation Rubric.**

	Lesson Activities **Day 4**
   Visual Representation Rubric	**Opening:** Distribute the **Visual Representation Rubric.** Call students to focus with an attention getting signal (e.g.: **Call and Response**: If you can hear me, clap once; Can I get a … Whoop whoop, Ready to Rock. Rock with it. Engage students in a CLR Activity from the "**Visual Representation Rubric**" from the previous day). Use a **"Raise a Righteous Hand" or "Pick a Stick/Card":** to ascertain if students know the remember the components of the **"Visual Representation Rubric"** of the rubric**. Students are expected to justify their answers with examples.**
	Activities: Students will prepare to engage in a Peer Editing Activity of their culminating project: After analyzing both the **visual and written** forms of Shakur's poem "The Rose That Grew from Concrete" students, created a visual representation that captured the essence of their life story. After the visual representation was created, a song that the student felt paralleled their life was created. The image could be considered as the "soundtrack" of their life.

3-2-1 Graphic Organizer **Oral Presentation Rubric**	**Musical Share Protocol or the creator of the visual representation will pass their visual representation to the student on their right so that students can engage in the peer editing process.** Review the purpose of peer editing with students. Peer editing is working with another student to help improve, revise, and edit their writing. Also remind students that peer editing is a POSITIVE process as students are helping to change someone else's work. Students are to be reminded of how they would feel if someone were telling them what need to be improved in their own writing. Tact, diplomacy, and respectful treatment are requirements. Students will work cooperatively and collaboratively in groups of **three to four** to **Think-Pair Share** as they share the **3-2-1 Graphic Organizer that is based on the rubric: Three (3) compliments** to describe what they liked about the work/writing, **Two (2) suggestions** to make the work/writing better, and **One (1) correction** to check for spelling and/or grammar mistakes, missing punctuation, and/or incomplete/run on sentences. Each group will do a **Share Aloud**, **by group,** to the entire class. ## Wrap Up: The **3-2-1 Graphic Organizers** will be returned to the owner so that the owner can make the necessary revisions to their work. Discuss the **"Oral Presentation Rubric."**

Lesson Activities DAY 5

Oral Presentation Rubric	## Opening: Call students to focus with an attention getting signal (e.g.: **Call and Response**: If you can hear me, clap once; Can I get a … Whoop whoop, Ready to Rock.. Rock with it. Engage student in a CLR Activity from the "**Oral Presentation Rubric"** from the previous day). Use a **"Raise a Righteous Hand" or "Pick a Stick/Card":** to ascertain if students remember the components of the **Oral Presentation Rubric"** Students are expected to justify their answers with examples.

Glow and Grow

Activities:

Students will prepare to engage in a **1-2 minute** Oral Presentation Activity **(Visible Learning)** of their culminating project. (After analyzing both the **visual and written** forms of Shakur's poem "The Rose That Grew from Concrete" students created a visual representation that captured the essence of their life story.)

After the visual representation was created, a song that the student felt paralleled their life, was created. The image could be considered as the "soundtrack" of their life.

The creator of the visual representation had their visual representation reviewed by their fellow students during the peer editing process. The creator was given the opportunity to make the suggestions/corrections to improve their work.

Rubrics for the oral presentation will be reviewed with students.

Also, the "**Glow and Grow"** process will be reviewed with students as the **"Glow and Grow"** must be based on the rubric. The "Glows and Grows" process is as follows: one written **"Glow"** (compliment/positive affirmation based on the rubric) and one written **"Grow"** (what should be done next time to improve their work based on the rubric).

Students will orally present their **Visual Representation** to the class **(Visible Learning).**

Wrap- Up:

The students will provide the oral presenter with a written one **"Glow"** (compliment/positive affirmation based on the rubric) and one **"Grow"** (what should be done next time to improve their work based on the rubric).
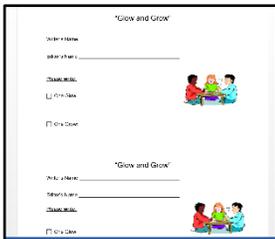
The Rose That Grew from Concrete

By Tupac Shakur
1999

Tupac Shakur (1971-1996) was an African American rapper, actor, poet, and activist. Shakur continues to be considered an influential rapper today and has been inducted into the Rock and Roll Hall of Fame. As you read, take notes on how the speaker feels about the rose.

[1] Did you hear about the rose that grew
from a crack in the concrete?
Proving nature's laws wrong it
learned to walk without having feet.

[5] Funny it seems, but by keeping its dreams,
it learned to breathe fresh air.
Long live the rose that grew from concrete
when no one else ever cared.

"rose" by georgereyes is licensed under CC BY 2.0

Frayer 4-Square Model Chart Paper

Congratulations on your purchase of this **Frayer 4-Square Model Chart Paper** with the *Frayer 4-Square Reproducible*. The Frayer Model is an effective tool for word analysis and vocabulary building. When paired, the instructional *Chart Paper* and *Frayer 4-Square Reproducible* provide a strong foundation for developing and increasing vocabulary in any subject area.

> **This Really Good Stuff® product includes:**
> • Set of thirty 22.75" x 17.50" Charts
> • 8 1/2" x 11" 4-Square Reproducible
> • This Really Good Stuff® Teaching Guide

Meeting Common Core Standards
This type of vocabulary study helps students meet grade-level expectations and prepare for standardized testing in the areas of vocabulary and comprehension.

Overview
The **Frayer 4-Square Model Chart Paper** makes vocabulary instruction predictable and dynamic at the same time. The *Chart* is a ready-made graphic organizer that provides a motivating visual to help you effectively instruct students in word analysis while building their vocabulary. Students easily follow along with the *Reproducible*—their own smaller version of the *Chart*—as you instruct.
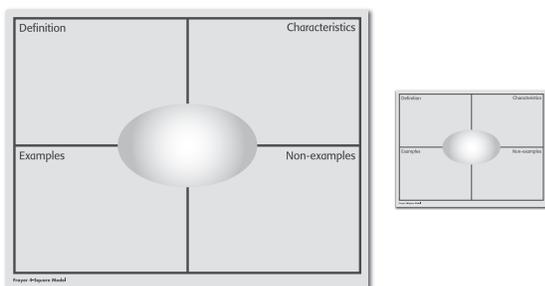
The *Chart* provides you with plenty of space to model writing the four attributes of a new word or concept to further clarify meaning. Through this in-depth study and routine, students are able to understand not only the meaning of an unknown word or concept, but more importantly, they will be able to internalize the word or concept so that it becomes part of their everyday vocabulary. Over time, students will independently complete their *Reproducible* and internalize this cognitive process, tapping into it when they encounter unknown words.

The Purpose of the Frayer 4-Square Model
The Frayer Model is a graphic organizer with four prompts to help students think about the meaning of a new word or concept by activating their prior knowledge. The *Chart* consists of four boxes to complete—definition, characteristics, examples, and non-examples—and an oval in the center for the word or concept being studied.

Assessment
The *Reproducible* can be used before a lesson as a pre-test or after a lesson to assess comprehension.

Management
• Make copies of the *Reproducible* and this *Really Good Stuff® Teaching Guide* for future use, or download copies from our website at www.reallygoodstuff.com
• Store the *Chart Paper* flat and unfolded to maintain its shape.

Introducing the Frayer 4-Square Model Chart Paper
1. Before using the *Chart* to introduce new words or concepts, be sure students understand the purpose of the Frayer Model and what each attribute means.

Provide a general meaning for the word.

List qualities that are associated with the word.
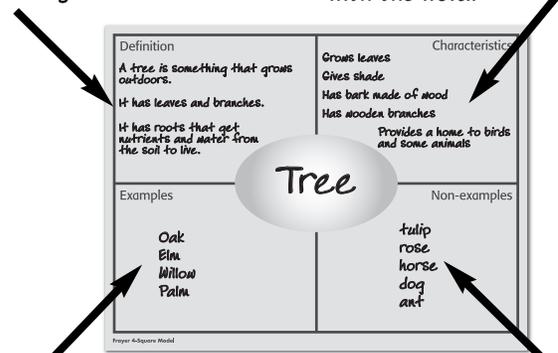
List words that are good examples of the word. Often these examples come from students' lives.

List words that are not good examples of the word. Often these are antonyms.

2. Begin by modeling the activity using your *Chart*, discussing every step with students. Start with a familiar word or concept, such as the one shown above. Have students follow along, filling in their *Reproducibles*.

3. Once students understand how the Frayer 4-Square Model works, introduce the new words or concepts to be studied.

4. Allow students to work in pairs filling in their *Reproducibles* for the assigned words or concepts.

5. When students have finished, allow them time to share their *Reproducibles* with the class as you facilitate the discussion, clarifying any misunderstandings.

6. Throughout the unit of study, display students' *Reproducibles* as a reference tool to help clarify or revise understanding of the words or concepts.

Related Really Good Stuff® Products
Vocabulary Boxes Chart Paper #304891
Comprehension Flip Chart #303700
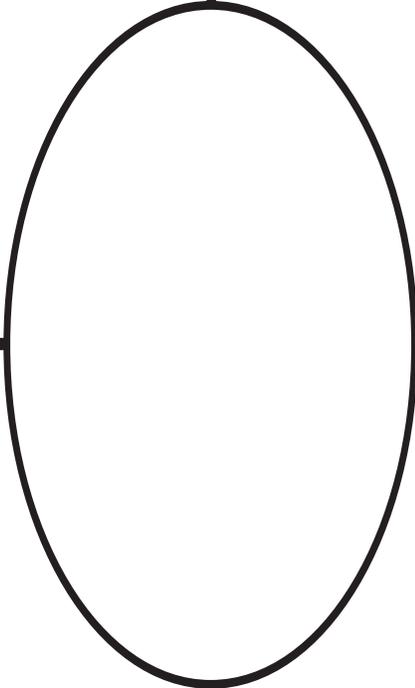
All teaching guides can be found online:

Frayer 4-Square Reproducible

Characteristics

Non-examples

Definition

Examples

Frayer 4-Square Model

C.U.B.S. Annotation Strategy Graphic Organizer

Name:

C: Circle main ideas/topic sentence

U: Underline supporting details/evidence

B: Box unknown words

S: Sidebar commentary (questions/insights)

?   I am wondering about …

✓ I disagree with …

*   I agree with or this is important to me…

Figurative Language Analysis Tool

Focus text: *The Rose that Grew from Concrete*
By
Tupac Shakur

Type of Fig. Language	Example from Text	Line #	Interpretation of Figurative Lang	How does its usage impact your overall understanding of the poem?

Visual Representation Rubric

Presenter:

Total Points:

Category	4	3	2	1
Content	-Excellent in-depth explanation/representation of topic. -Topic is appropriate to assignment. -Clarity is excellent -Cites all sources	-Good explanation/representation of topic. -Topic is appropriate to assignment. -Clarity is good -Cites some sources	-Adequate/Fair explanation/representation of topic. -Topic is mostly appropriate to assignment. -Clarity is fair/not completely clear -Cites a few sources	-Topic is not explained, represented,or clear. -Topic is inappropriate/unclear -Clarity is needed. -Cites no sources
Presentation	-Attractive, easy to interpret, pleasing colors with high contrast -Graphics, enhance the presentation of the content.	Attractive, easy to interpret, pleasing colors with good contrast -Graphics add to the presentation of the content.	Attractive, difficult to interpret, pleasing colors with contrast -Graphics detract from the content	_Unattractive, difficult to interpret, poor color choice, with no contrast. -Graphics detract from the content

Oral Presentation Rubric

Presenter:

Total Points:

Category	4	3	2	1
Organization (presenter and oral presentation)	-Well-organized. -Discusses content seldom referring to notes to conduct presentation	-Organized. -Discusses content occasionally referring to notes to conduct presentation	-Poorly organized. -Discusses content frequently relying on notes to conduct presentation	-Not well-organized/unorganized Discusses content by reading notes to conduct presentation
Appearance (presenter)	-Engages the audience well. -Uses volume and clear & expressive speech appropriate to setting. - Maintains excellent eye contact, posture and composure	-Engages the audience - Uses volume and clear & expressive speech appropriate to setting, - Maintains good eye contact, posture and composure	-Engages the audience poorly. -Uses volume and clear & expressive speech inappropriate to setting. - Maintains minimal eye contact, posture and composure	Disengages/ does not engage the audience. -Inaudible does not use volume or expressive speech appropriate to the setting. -Does not maintain eye contact, displays poor posture and lack of composure

"Glow and Grow"

Writer's Name _____

Editor's Name _____

Please write:

☐ One Glow:

☐ One Grow:

"Glow and Grow"

Writer's Name _____

Editor's Name _____

Please write:

☐ One Glow:

☐ One Grow: