This lesson is the first in a series of three focusing on the importance of freedom. In this lesson, students begin with a journal entry about freedom. Students then read two poems - “Words Like Freedom” (originally titled “Refugee in America”) by Langston Hughes and “Sympathy” by Paul Laurence Dunbar - analyzing each poem according to literary and poetic elements. Text questions, a poetry chart, sample answer keys, and a PowerPoint are included.

Subject(s): English Language Arts

Intended Audience: Educators

Instructional Time: 3 Hour(s)

Keywords: poetry, text evidence, tone, mood, theme, figurative language, Sympathy, Langston Hughes, Paul Laurence Dunbar, freedom, Words Like Freedom

Resource Collection: CPALMS Lesson Plan Development Initiative

ATTACHMENTS

Questions- Views on Freedom Part 1.docx
Poetry Analysis- Views on Freedom Part 1.pptx
Poetry Chart- Views on Freedom Part 1.docx
Poetry Chart Sample Key- Views on Freedom Part 1.docx

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Formative Assessment

Hook / Activation of Prior Knowledge

The teacher will walk around the room while students are writing their initial journal entry and ensure that all students are writing and on topic. The teacher can gather information about student understanding of the overall topic by skimming student responses.

“Words Like Freedom”/“Refugee in America”

The teacher can listen to small group discussions while circulating around the room. Sample answers for the discussion questions have been included.

When students fill in the first column of their poetry charts, the teacher could choose to either circulate and skim student responses or ask students to share out answers before moving on. A sample answer key has been provided to assist teachers.

If the teacher does not get to see all student papers, he/she could collect poetry charts at the end of class.

Teachers should also circulate and read the quotes that students are adding to their journal entries.

Feedback to Students

Hook / Activation of Prior Knowledge
The teacher will give verbal feedback to students as he/she observes students writing throughout all phases of this activity.

The teacher can also provide immediate verbal feedback for specific students who share their journal entries with the class.

Feedback should be focused on helping students to give clear explanations and detail in their entries.

“Words Like Freedom”/ “Refugee in America”

The teacher can provide immediate verbal feedback to students while circulating around the room. This feedback should guide students towards reasonable interpretations of the poem that can be supported with text evidence.

When students fill in the first column of their poetry charts, the teacher should provide corrective feedback for any erroneous student responses.

If the teacher collects poetry charts at the end of class, he/she could either indicate incorrect answers and ask students to try again, or provide the correct answers for students to use as a model for filling in the second column.

Teachers should also provide feedback to students on the quotes they added to their journal entries. The teacher should ensure that all students are adding quotes that either support, modify, or refute their personal interpretation of freedom so that their quotes will be useful to them in writing their final paper in lesson three. The teacher should be on the lookout for students who seem to be randomly writing down quotes and guide them towards thoughtful, useful entries.

“Sympathy”

The second column on the poetry chart for the poem “Sympathy” will serve as a summative assessment for the lesson. As a modification, the teacher could indicate incorrect answers on students’ papers - without giving the correct answers - and give students a chance to correct those answers prior to grading the assessment.

Teachers should again provide feedback to students on the quotes they added to their journal entries, following the guidelines above.

Summative Assessment

The teacher will collect and grade student responses on the poetry chart for the poem “Sympathy.” A sample answer key has been provided to assist teachers.

Learning Objectives: What should students know and be able to do as a result of this lesson?

- Students will be able to respond to a writing prompt by responding in a journal entry, and they will be able to add to their journal entries to support or modify their ideas about freedom based on their subsequent readings of two poems.
- Students will be able to determine a theme in “Sympathy” and “Words Like Freedom”/ “Refugee in America” and support those themes with textual evidence.
- Students will be able to compare and contrast elements of each poem through use of textual evidence in regards to figurative language, sensory language, and poetic elements.
- Students will be able to analyze the impact of specific word choice on meaning and tone in both “Sympathy” and “Words Like Freedom”/ “Refugee in America.”

Guiding Questions: What are the guiding questions for this lesson?

- How important is liberty?
- What does freedom mean to me?
- How does figurative language impact the meaning of poems?
- How do poets use sensory language and imagery to impact the reader’s understanding of their poems?
- How do poets use rhyme and alliteration to add a “musical” element to their poems?
- What is the theme of the poem and what text evidence helps convey this theme?
- How do poets utilize tone, mood, and symbols to impact the reader’s understanding of their poems?

Prior Knowledge: What prior knowledge should students have for this lesson?

- It would be helpful if students had prior knowledge of poetic elements, figurative, descriptive, and sensory language, and literary elements before beginning this lesson.
- The minimal terms with which students should be familiar are listed in the Teaching Phase, below.

Teaching Phase: How will the teacher present the concept or skill to students?

“How”

1. Present the journal topic: “What does freedom mean to me?”

   - This prompt is included as the second slide in the attached PowerPoint.
   - NOTE: It is a nice addition to play music during the journal time if the teacher can find a song in keeping with the theme of the lesson.

2. Allow five to ten minutes for students to write.

   - The teacher may choose to allow five minutes for students to share this first draft of their journal entries with a partner.

3. The teacher calls on students to share their journal entries with the whole group. The teacher walks the room to check journals of those students who choose not to share aloud (See “Formative Assessment” and “Feedback to Students” sections for more information).

   - NOTE: The teacher should explain to students that this concept of “freedom” is the basis for this entire unit. As they move through the unit, they will be exploring different views on freedom and those views may impact students’ opinions. It is expected that their view of freedom will grow and develop as they read the pieces throughout the unit. They should not be “wedded” to their current definition of freedom, but they should instead allow the pieces of literature in this unit to affect their personal definition.

Activation of Prior Knowledge

1. The teacher should review the specific academic vocabulary that students will need later on for the poetry chart.

   - The terms that students need to know are listed on the third slide in the attached PowerPoint. The terms are: tone, mood, theme, figurative language such as personification, simile, and metaphor, sensory language and imagery, rhyme scheme, speaker, stanza, symbol and alliteration.

2. The teacher should display the slide for students and have students discuss their prior knowledge with a partner before direct instruction.

3. After that discussion, the teacher should introduce any of these terms that have not been taught previously in the year and review those that have been taught.

   - The teacher may wish to reference literary-devices.com or literarydevices.net if needed to help with this instruction.
   - It is recommended that the teacher check for understanding before moving on by having students provide examples of each term using examples from texts that the class has read earlier in the year or in previous years.
   - Teachers can use this quiz for students to review the terms using a computer. (Note: this quiz is 40 questions long and goes a bit beyond the scope of the terms provided above.)

Guided Practice: What activities or exercises will the students complete with teacher guidance?
1. The teacher distributes "Words Like Freedom"/"Refugee in America" by Langston Hughes. The poem may be accessed at this [link].
   - This would be a good place for the teacher to explain that although many people call the poem "Words Like Freedom," the original title was "Refugee in America." We will use the official title of "Refugee in America" when talking about the poem.

2. The class should be divided into pairs.

3. One partner reads the poem aloud to the other, and then the second partner reads the poem aloud a second time.
   - NOTE: The PowerPoint includes a slide with directions that the teacher may choose to display for students.

4. Students should analyze poetic and literary elements and figurative language verbally with the same partner with whom they shared their journal entry. The teacher should direct this conversation to follow along with the poetry chart that students will be given in the next step - namely, students should determine the speaker, number of stanzas, rhyme scheme, meaning of the title, mood, tone, theme, etc. The teacher can display the third slide in the PowerPoint, listing these terms, for students to use during their discussion.

5. The teacher distributes copies of the poetry chart. Students fill in the first column of the chart based on the discussion they had with their partner.
   - As an accommodation, the teacher may choose to have students fill in this first column of the chart in pairs - either the same pair or a new partner (i.e. shoulder partner, then face partner).
   - The teacher may also choose to have students share out answers verbally and/or use an interactive whiteboard to model how to fill in the chart.
   - A sample answer key is provided as an attachment.

6. The teacher should display (using the PowerPoint) or copy and distribute the discussion questions for this poem. Students may work individually, in pairs, or in small groups to come up with answers to the questions before the teacher directs the discussion with the entire class.
   - It is recommended that the teacher use Poll Everywhere to have students text in brief versions of their answers to each question (one question at a time). All of the answers from all groups can then be displayed at once for the class rather than the teacher calling on only one group at a time. The teacher can then address all the answers and ask for text evidence as appropriate. If this technology is not available, teachers could use individual student whiteboards to have each student/pair/group display their answers all at once.

7. Students add to their journal any evidence they could use from the poem to support or modify the ideas about freedom about which they have already written, complete with direct quotes from the poem and line numbers.
   - The teacher should clearly express to students that their ideas about freedom should be evolving and maturing as they progress through this unit. The purpose is for students to refine their understanding of freedom, not simply gather evidence to support their initial idea. Their journals should reflect this evolution. (See the "Formative Assessment" and "Feedback to Students" sections of this lesson plan for more information)
   - As an accommodation, the teacher may choose to either model this journal activity or have students discuss with a partner or as a class the quotes that they are adding to their journals and why they are adding them.
   - NOTE: Students will need this evidence for the essay they will produce in lesson three of this unit. The goal of that essay is for students to make a claim to establish their view on freedom and include whether or not these poems support their interpretation. The teacher should make this ultimate goal clear to students and guide students towards collecting evidence that will help them to answer this prompt later.
   - The teacher should ask students to complete an exit slip explaining how their idea of freedom has changed and evolved as a result of reading this poem. If a student's idea of freedom has not evolved at all, he/she should be directed to try to find something in the next poem that further develops his/her ideas about freedom. (Reminder- Student directions for the exit slip are displayed on slide 10 in the attached PowerPoint.)

I Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

1. The teacher distributes copies of "Sympathy" by Paul Laurence Dunbar. The poem may be accessed at this [link for the Poetry Foundation].

2. Students read this poem independently and finish filling in their poetry chart. NOTE: This activity also serves as the summative assessment, so students should not work with a partner or share answers this time if the teacher wants the summative to be individual. (Please see the "Feedback to Students" and "Summative Assessment" sections for more information.)

3. The teacher can choose to have students complete the discussion questions for this poem as part of the final assessment by having the questions copied onto the back of the poetry chart (they are included as a second page in the poetry chart document) or by distributing them separately.
   - Alternatively, the teacher could have the students complete this discussion verbally as a class in a similar manner to the discussion of "Refugee in America," above.
   - The PowerPoint includes slides for this discussion if the teacher chooses to display the questions.

4. Students also add to their journal any evidence they could use from the poem to support or develop their ideas about freedom, complete with direct quotes from the poem and line numbers.
   - Again, student ideas should be evolving and their text evidence should reflect that evolution.
   - In particular, students should be encouraged to add quotes that differ from their original ideas.
   - There is a slide (slide 15) in the PowerPoint for this as well.

5. The teacher should ask students to again complete an exit slip explaining how their idea of freedom has changed and evolved as a result of reading this poem.
   - If students are struggling with this idea because it seems that the poems are supporting the students' ideas of freedom, the teacher could use a student model from the previous day or his/her own model to illustrate the subtle ways that one's ideas can evolve through reading these poems.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

- Students should use computers to fill out an interactive Venn Diagram online comparing similarities and differences between the two poems. The interactive Venn Diagram provided by ReadWriteThink.org can be found here.
- The teacher may share exemplary journals and/or poetry charts as a closure activity.
- The teacher could revisit the guiding questions as a class discussion.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:
- Students can complete vocabulary mapping exercises prior to reading based on self-selected vocabulary words. Teachers may use this vocabulary map for this purpose. (Teachers can modify the heading from social studies.)
- Students can draw a symbol of freedom and explain it orally as a portion of their initial journal entry.
- Students who struggle can read only one of the poems instead of both. The chart can be modified for this accommodation.
- ESOL students can use translation assistants to give them.
- Further suggestions for accommodations are given in the assessment and lesson content sections and are italicized.

Extensions:
Students could read and analyze another poem that has thematic, stylistic, or literary elements in common with the poems that they have already read in the unit.

- Students can find their own poems (or songs) or use "I, Too, Sing America," by Langston Hughes or "We Wear the Mask" by Paul Laurence Dunbar.
- After reading these poems, students should first analyze the poetic elements of the poem using a new copy of the poetry chart, then compare the theme and style of the new poem with the two poems that they have already read in the unit.

Alternatively, students can compare and contrast the two literary images of freedom expressed in the two poems with visual images in a Prezi or PowerPoint.

If the teacher wants to have an independent reading portion of the lesson, he/she could ask students to read an appropriate text that has similar themes and compare/contrast the text to the pieces they have read as a class. Students can also write a paragraph expressing how their independent text further refines their definition of freedom. Recommended books:

- Dare To Dream by Angela Shelf Medearis (The story of Coretta Scott King, civil rights activist and wife of Martin Luther King, Jr.)
- Marching for Freedom by Elizabeth Partridge (An account of the children who walked from Selma to Montgomery in 1965 to call attention to discrimination)
- Through My Eyes by Ruby Bridges (The story of desegregation and the Civil Rights Movement)
- Nelson Mandela: No Easy Walk to Freedom by Barry Denenberg
- Stealing Home by Barry Denenberg (The life of baseball pioneer Jackie Robinson)
- The Giver by Lois Lowry (in a "perfect" society free of war, fear, and pain, 12-year-old Jonas begins to understand a disturbing truth.)

Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, LCD Projector, Document Camera, Interactive Whiteboard

Special Materials Needed:
Teachers may want either a document camera or an interactive whiteboard to model a portion of this lesson.

Additional Information/ Instructions

By Author/Submitter

Unit overview: This unit focuses on the importance of freedom. Students will read a series of texts—two poems in lesson one, a folk tale ("The People Could Fly") and a short informational article by Nelson Mandela in lesson two—to examine different perspectives on freedom. Students’ ideas about freedom should evolve and mature throughout the unit as they read and analyze the different texts. Students will gather evidence from the texts, including direct quotes, to assist them with writing an original essay in lesson three where they will make a claim to establish their view on freedom after reading these texts.

Depending on the teacher’s need, with slight modifications lesson one and two could be conducted as stand-alone lessons.


Text Complexity: In lesson one, students will first read "Words Like Freedom"/"Refugee in America" with the assistance of the teacher and their peers. This short poem will introduce students to the topic of freedom while analyzing the poem for its literary elements with structured support and feedback by the teacher. The complexity of the lesson will then increase as students independently read and analyze a longer and more complex poem (based on qualitative factors since a Lexile level cannot be acquired for poetry), "Sympathy," on their own.

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SOURCE AND ACCESS INFORMATION

Contributed by: Lois Seaman
Name of Author/Source: Margaret Little, Lois Seaman
District/Organization of Contributor(s): Sarasota, Miami-Dade
Is this Resource freely Available? Yes
Access Privileges: Public
License: CPALMS License - no distribution - non commercial

Related Standards

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<th>Description</th>
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<td>LAFS.6.RL.1.1:</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td>LAFS.6.W.4.10:</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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<tr>
<td>LAFS.6.RL.1.2:</td>
<td>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
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<tr>
<td>LAFS.6.RL.2.4:</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
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| LAFS.6.W.3.9:  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  
|               | a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). |
|               | b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
### Resources in the CPALMS Lesson Plan Development Initiative

#### Lesson Plan

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#### Other Resources Related to the Same Standards

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