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TEDU562

In my content area of English, most of the required topics are centered around the concept of reading, writing and strengthening the braid of literacy. My goal as a secondary teacher is to access my students and build motivation for all student skills types within the classroom. I have chosen a multiple text set for use across several required SOL topics in English. I have made these selections for a 10th grade class in an inner city school environment where a majority of the student population is African American although these selections could be utilized in any 10th grade class to appropriate another culture into the traditional white, male Anglo-American view on learning literature. Most selections have been scaffold to flow through on teaching concept to another.

Item One

Rationale: English class is not the favorite of classes. Most often it brings up images of reading long boring texts and writing papers that have no interest to the student. The subject of poetry for students often brings dread because for the most part they feel they do not have poetry or people that write poetry to relate to in their own everyday life. I selected a rap song to motivate students to see music as part of poetry. This song can appeal and be understood by all students in the class.

Summary: The song was selected as a type of read aloud; it prepares the students in listening skills, recording beat, and hearing lyrical elements. Utilizing a contemporary song allows the lyrical text to relate closer with the student and mainstream culture. Students can easily imagine themselves singing or rapping to a good beat in our music video culture. This song sung by Dead Prez is based on Tupac’s poem “If I fail.” The song itself is motivational because it talks about not giving up and keep trying to achieve. Most students want to achieve something out of life whether it be money, fame, family or a girlfriend so the song can relate to them personal. As a teacher I always push my students to meet their academic goals so this song is in line with what I would want for my students.

Reading Level: Evaluating the song lyrics on the Flesh-Kincaid Model provided a grade scale of 3.6. The vocabulary is clearly heard throughout the song. The song content and use appeals to an audience at the secondary level.

**Item Two**

**Rationale:** In continuing to introduce poetry and looking at it in context of music, I would provide the poem “If I fail” by Tupac so students have a visual elements to go along with the previous “hear aloud.” The short eight line poem would then be used as a tool for reviewing or accessing previous knowledge or skills. Counting syllables, accessing line length and finding rhyme should make this a quick and fun task but for at-risk students these skills may need this review. We will also discuss is this a poem and define what type of poem it is. This will branch into the discussion of whether rap music can be poetry. Moving toward them appropriating the concept that they have more contact with poetry than they may have realized. The poem is in a book of poems by Tupac. So this would also introduce the concept of looking at young adult poem books that are sometimes more appealing to readers due to less words on the page.

**Summary:** The poem begins with the author wanting to achieve their goals. The poem then brings reasons from his choices or situations in his own life that he feels prohibits him can’t reach his goal. The poem ends in learning from mistakes and keep trying to achieve. In addition, each end of line word rhymes with the next end of line word. The pairings of goals/soul, co-sign/mine, guide/inside, win/again help students evaluate rhyme words in new ways to use in their own future poems that may need to have rhyme schemes. The poem is clear-cut and easy so any student can grasp concepts to utilize later on for more difficult texts and themes.

**Readability:** The poem had the same readability as the song. The Flesh-Kincaid Model provided a grade scale of 3.6. The themes within the poem makes this grade level appropriate.

Item Three

Rationale: The reading analysis standard for students in the 10th grade level is for them to evaluate and interpret various types of texts including warranties, letters, news articles, journal articles, and types of directions. In exposing the students to the concept of rap as music I have selected an online article that discusses the topic. The article helps the student bridge their knowledge of music into the context of thinking of rap music as a type of spoken poetry. This article was from an entertainment type magazine and short in length to appeal to all readers in class. The short length also allows it to be read within the class time constraints.

Summary: This article takes the perspective that rap is poetry. As part of class or small group learning, the students can evaluate the main point, accuracy and perspective. For high achievers within the class they can evaluate the strength of the argument based on who was writing it and who is referenced within the article. Class discussion can also discuss opinions of rap as poetry. The article is four paragraphs in length and a professor is referenced that area of expertise is in African American story-telling and epic poetry.

Readability: The article has a 6.4 grade level on the Flesh-Kincaid Model. This would enable an entire class to read but also have high achievers evaluate the text more thoroughly through discussion questions in small heterogeneous groups.

**Item Four**

**Rationale:** To further introduce various types of writing to 10th graders. I would provide an online interview or ask students to look up this interview and evaluate. The interview discusses the theme of rap as poetry. This would entice students to look at how articles and articles reporting interviews are different. We can also discuss tone, discourse and narratives. In addition after presenting this article, students would be encouraged to look at other information on the subject of rap or poetry.

**Summary:** This article gives a poem, background information and an interview with Bob Holman who has directed readings, created poetry and run poetry slams throughout his lifetime. This gives a new depth and perspective to poetry and could motivate readers to create their own poetry. The article includes a poem on dinosaurs, which although a little young for the audience brings in science to those students who may have more interest in science/math than in history/English. Throughout his conversation he defines the genre of rap, the difference between song and rap poetry, and voice. These points can be used for class discussion in reflection.

**Readability:** The Flesh-Kincaid Model puts this articles at a 10.2 which is at grade level where the average student should be.

**Item Five**

**Rationale:** Students need to appropriate their own discourse and the world around them in conjunction with what is learned and to be learned within the class. In this situation the student provides their own text to study. This creates interest because it demonstrates the teacher’s acceptance of the student’s discourse and helps them to personally identify their own music with literary elements. The students would be asked to bring in appropriate rap lyrics they would like to evaluate as poetry with the definitions of what was learned previously. I would select “The Message” written by Grand Master Flash as my example. This lesson plan gives reinforcement to the previous activity and moves them towards becoming autonomous learners because they will be using their own skills to analyze their own music. Another part of the essential understandings from Standard 10.5 is to understand techniques poets use to evoke emotion in the reader. By asking questions related to what connected the reader to the verse or what emotion is conveyed then finding those elements that conveyed it meets this essential understanding.

**Summary:** I demonstrate using “The Message” lyrics to model the illustration. Using a verse from one of the songs the students had written down in a previous survey, a student would analyze a stanza of rap looking for and analyzing poetry elements, reinforcing their skills. Each student may have a different song depending on musical preferences. Some popular raps may be a duplicated favorite among students. They will be asked to find syllables, rhyme scheme, cultural contexts and lyrical elements. This work will be turned in for accountability. This activity works also in all stages. The preparation stage is used because the student provides text from their personal discourse. This assignment will be turned in so the teacher can further reflect on the student’s skills and get a perspective on an individual level of each student. She can understand their skill level with poetry analysis more clearly. In maintaining the class activity on the subject of poetry, the teacher continues to sharpen and refine the student’s skills through more practice and activities. This activity is similar to the one done with the entire class so it gives more practice for retention.

**Readability:** Readability for lyrics is low and various from song to song.

**Item Six**

**Rationale:** In the standard 10.3 for Virginia Board of Education it states that students will read, comprehend, and critique literary works. Portions of this standard request that the student identify universal themes prevalent in the literature of different cultures, examine a literary selection from several critical perspectives and explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. Using the subject Transatlantic Slave Trade and how this interrelates to American culture and integrating American History in an English literary context provides an instructor many ways to accomplish the standard. The topic would be introduces using a movie clip.

**Summary:** The movie clip is from the 1999 movie “Amistad” that has performances from contemporary actors such as Matthew McConaughey, Morgan Freeman, Anthony Hopkins and Djimon Hounsou. The movie is based on the true story of a group of enslaved Africans who overtake their captor’s ship and attempt to return to their homeland but end up in America where the fight is over their basic right of freedom. In addition, the 6th grade History SOL require to know about the Transatlantic Slave Trade so this is building on existing knowledge and also could be used in coordination with a History course to further understand American History and effects on culture.

**Readability:** The movie is r-rated but this is due to some portrayals of violence shown. The clips utilized for the class would not have these elements but parental permission may need to be gained to show the clip depending on censorship policies and guidelines within the school. Although I know other secondary History classes that utilize that have utilized this movie in a rural setting.

Item Seven, Eight, Nine

Rationale: The third essential understanding in English Standard 10.5 in that the reader demonstrate understanding of selected poems. By comparing and contrasting poem selections it increases their knowledge, skills, and processes. Since the thematic content have been required in an earlier SOL prior knowledge and reinforcement aid the student in the exercise. This exercise will be achieved in a heterogeneous small group discussion. All three poems have elements related to the Transatlantic Slave Trade but are from different cultural eras. This is scaffold on a previous video utilized I would be using these poems in their entirety. Wheatley and Hayden are both canonized classical African American poets. By comparing and contrasting these selections of poetry the reader learns to analyze not only form but also content. These poems are of differing lengths, forms and point of view. Wheatley’s poem is very stylized and structured. Hayden’s poem is an excellent example of a long poem with various “voices” within the poem. In addition, the 6th grade History SOL require to know about the Transatlantic Slave Trade so this is building on existing knowledge and also could be used in coordination with a History course to further understand American History and effects on culture. This will help each student learn from each other and evaluate to come to a conclusion. Due to the pre-reading exercise and two of the poems being short in length, slow readers can still participate in the discussion even though they may have not finished Hayden’s poem. The students utilize their listening, reading, writing and speaking skills. They listen and decipher meaning from others in the group. In the pre-read they utilize their reading abilities. In taking notes during discussion and answering questions they sharpen their writing skills. Due to the group is creating a response the writing may be improved due to at least three or four individuals have input. In discussion they sharpen their speaking skills to communicate person views to one another.

Summary 1: Chuck D’s rap gives a contemporary view but also gives similar elements of the other two poems. The excerpt used is from “Can’t Truss it.” It discusses the authors perception of what it would have been like to be “bruised on a cruise.” Rhyme scheme and lyrical elements can be identified within the stanza along with tone, emotion and intention of the piece.

Summary 2: The poem by Phyllis Wheatley to be used is called “On Being Brought From Africa to America” and was written in 1773. It discusses her perspective of coming over from Africa. Wheatley’s poem is very stylized and structured sonnet. We can use this to bring in other lessons related to the sonnet such as Claude McKay’s writings from the Harlem Renaissance. This would branch into another era of poetry that could be evaluated with the same techniques. In addition this work could be a springboard to sonnets of Shakespeare. This is a pretty good springboard to go from Chuck D. Rap to Phillis Wheatley to Shakespeare.

Summary3: Robert Hayden’s poem “Middle Passage” is centered around the enslaved Africans on the ship Amistad and on the Transatlantic Slave Trade. The entire poem is centered on the events that happened on the ship. Several different “voices” are used in this free verse poem. It is a long poem that contrasts with the other two. This poem was written in 1962 right in the middle of the civil rights movement. This poem could be used not only to be an image of the
“Middle Passage” but could also be a springboard into civil rights. If any interest was in the class on the sixties the young adult novel “The Watson’s go to Birmingham” could be suggested. This book was a Newberry prize winner for Young Adult novels.

Readability: Using the Flesh Kincaid Model, Wheatley’s poem is grade 9.2 and reading ease is 64 percent. For Hayden’s poem, the Flesh Kincaid Model gave the grade at 6.2 and reading ease is 68 percent but the Fry readability test put the reading on grade 9 which in my perspective seems more accurate. Chuck D.’s rap is around grade 3 although the content is around grade 9 or 10 in my opinion.

References:
**Item Ten**

**Rationale:** To bring in various types of writings that are required by the SOL, a biography of Phillis Wheatley to generate more interest in the author and provide more opportunity for reading an author’s background in connection with their poetry. This could be a strategy used to encourage students to look up information about the artists that created the poetry rap lyrics they have brought in to dissect as poetry. Additionally focusing on Wheatley as an accomplished African American women writer can garner gendered and cultural interest with the author.

**Summary:** The biography of Phillis Wheatley is located on a Women in History website. It notes the primary aspects of her life. It notes her success and the fact she was the first African American to be published, second American woman to be published, first African American woman to earn a living from her writing and first women writer encouraged and financed by a group of women. These along with other facets of her life make her an interesting person although her poetry may seem a little stiff to tenth graders. By including more information about the author it will raise the interest level of the reader for her poetry. In addition this particular biography has a her book jacket illustration in it that includes a portrait of her done by another slave. This gives a further visual interest to the biography.

**Readability:** The Flesh-Kincaid Model puts this articles at a 9.2 which is a little below grade level but will allow a challenge for at-risk students, easy reading for average readers, and skimming/inference activity for high achievers.

**Item Eleven**

**Rationale:** Moving from poetry, theme, and African American culture into the realm of women’s studies and the novel. A canonized text that is often suggest for use in secondary classrooms is the *Scarlett Letter*. The language, length and relevance can make this canonized classical choice not appealing to an adolescent student. One option to scaffold up to a canonical text is to use a young adult novel. A novel that goes well with the *Scarlett Letter* is *Speak* by Laurie Halse Anderson. This book has gained the Michael L. Printz award for Young Adult Fiction and been made into an HBO special within the last two years.

**Summary:** The book is written in everyday high school language from the first person narration of a teenage girl. Both texts list instances where the characters are subject to feelings of deceit, despair, and dejection. Both novel revolve around a strong central female character. Readers may consider them a statement about women in middle of the 19th century when the *Scarlett Letter* was written and what statement is being made today about women through *Speak*. *Speak* deals very clearly with stereotype. A number of stereotypes are represented in the novel. The *Scarlett Letter* deals with clearly defined gendered issues and how a man of the cloth is beyond reproach. The students can take these elements and relate to their own high school or life experience. Additional discussion could be made on the similarities of the main character, the setting (forest away from community), and theme (culpability).

**Readability:** The Fry model had this book at Grade 6 but the Flesh-Kincaid has it higher. Due to the theme and the occurrence of a rape, I feel 10th graders are better suited for this book.


**Item Twelve**

**Rationale:** To include other young adult books within the classroom on related subjects for students to utilize during study breaks or reading time. The young adult collection of stories written by children of Africa and America called “Memories of Sun.” This book contains short stories and would be good for an at-risk reader that may enjoy a short story while a novel may be overwhelming.

**Summary:** The book contains several stories related to the theme of growing up in Africa, growing up as an American living in Africa or growing up an African living in America. Some stories are dramatic and others comedic. There are a few poems included in the book. It is from the perspective of children and teenagers so the reader can appropriate tone and voice. They may even find aligning themselves with characters depending on their background.

**Readability:** The Fry model records this at Grade 6.

English SOL Standard 10.5
The student will read and analyze a variety of poetry.
   a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
   b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.
   c) Interpret and paraphrase the meaning of selected poems.

ACTIVITY 1

Literature Selection:
   “If I fail” rap featuring Dead Prez, based on Tupac’s poetry.
   An article entitled “Rap or Poetry” by Karen Goldberg of The Orion.
   An interview of Bob Holman, producer of Words in Your Face for PBS.
   Tupac’s poem “If I fail.”

If I fail
If in my quest 2 achieve my goals
I stumble or crumble and lose my soul
Those that knew me would easily co-sign
There was never a life as hard as mine
no father – no money – no chance and no guide
I only follow my voice inside
if it guides me wrong and I do not win
I’ll learn from mistakes and try to achieve again.

Literature Selection Rationale
   This song was selected as a type of read aloud; it prepares the students in listening skills and hearing lyrical elements. Utilizing a contemporary song allows the lyrical text to relate closer with the student and mainstream culture. The lyrics of the song and poetry are very inspirational. Using both of these elements, the teacher can use spoken poetry for an oral quality. Additionally providing the text gives a visual portrayal of word. The two additional articles from writers discussing rap as poetry help the students to bridge their knowledge of music into the context of thinking of rap music as a type of spoken poetry. In addition, the teacher can utilize the written poetry to review and reveal parts of poetry through class discussion and analysis of the poem.

SOL Content and Scaffolding
   For English SOL Standard 10.5 on poetry one essential understanding that needs to occur is to understand rhyme, rhythm, and sound elements. Relating rap to poetry can link the knowledge of rhyme, rhythm and sound. By analyzing rhyme scheme, syllables and sounds of “If I Fail,” the student learns how to break apart a poem and look at the words in a literary context and not just as entertainment. The example is clear-cut and easy so any student can grasp concepts to utilize later on more difficult texts and themes. It provides a review so the
The teacher can assess where her students are related to poetry so she can adjust her lessons accordingly. The teacher will present the article information, but the students will be given the resource information in case they want to read more about the subject later.

**Readability**

The Flesh-Kincaid Model puts the poetry on the grade scale of 3.6 with a 84.9 percent readability. The articles are written at the grade 10.2, which is at grade level where the average student in class should be, so if the students do look up the information for further knowledge they will be able to comprehend the concepts.

**Stages of PAR and Lesson Execution**

This activity is to be completed at the beginning of class after role call has been completed. The students will be alerted that the class will be working on the subject of poetry for the next two to three days. Then I direct them to listen to the following selection and play “If I fail” featuring Dead Prez, based on Tupac’s poetry (4 minutes). After the song, we discuss whether it is poetry or not. Utilizing an article entitled “Rap or Poetry” by Karen Goldberg of The Orion, and an interview of Bob Holman, producer of *Words in Your Face* for PBS, brings the students to a concept of rap being spoken poetry (7 minutes). Then I pass out a copy of Tupac’s poem “If I fail.” I then review any previous poetry knowledge such a rhyme scheme, verse, counting syllables and lyrical elements utilizing this poetry as an example. Included in this review is for students to read certain words out loud to “hear” the music in the lines (10 minutes).

This activity uses all three sections of the PAR framework. Primarily the teacher uses this activity as a Preparatory step for determining and building background knowledge on what her students may know or understand about poetry. The teacher then takes these skills into the Assistance step and moves to create a new concept of linking rap with poetry. The teacher then evaluates the learning and moves to reinforce the activity by future activity to provide retention.

**Use of Language Arts**

The students utilize their listening, reading and speaking skills. They listen and decipher meaning from the read aloud song. They also think about the concepts of poetry and compare them to the rap music genre. They read the poem for clarity and also use the familiarity in the song to further their comprehension. From class discussion and reading certain aspects of the poem out loud, they practice their speaking skills, tone and dramatic voice.
ACTIVITY 2

Literature Selection:
Individualized based on student input, sample listed below.

Excerpt from “The Message” Written by Grand Master Flash
People pissing on the stairs, you know they just don't care
I can't take the smell, I can't take the noise
Got no money to move out, I guess I got no choice
Rats in the front room, roaches in the back
Junkie's in the alley with a baseball bat
I tried to get away, but I couldn't get far
Cause the man with the tow-truck repossessed my car

Literature Selection Rationale
The student provides their own text to study. This creates interest because it demonstrates the teacher’s acceptance of the student’s discourse and helps them to personally identify their own music with literary elements. As a student, I would appreciate that the teacher has taken an interest as illustrated by the teacher has taken the time to find the verses from my choice of rap song or rap artist.

SOL Content and Scaffolding
This is further scaffolding from Activity 1. For English SOL Standard 10.5 on poetry, one essential understanding that needs to occur is to understand rhyme, rhythm, and sound elements. The student is working with an individualized lesson plan. This lesson plan gives reinforcement to the previous activity and moves them towards becoming autonomous learners because they will be using their own skills to analyze their own music. Another part of the essential understandings from Standard 10.5 is to understand techniques poets use to evoke emotion in the reader. By asking questions related to what connected the reader to the verse or what emotion is conveyed then finding those elements that conveyed it meets this essential understanding.

Stages of PAR and Lesson Execution
Previously, most likely on the first day of class, I would have given out a survey requesting information on several subjects related to the students’ personal interests or preferences. This survey would be a required homework the first day of class. It requests personal favorites information, things such as sports, movies, music and any literature interests. To ensure that I have information for activities I would like to complete in the semester, in sections of the survey such as rap I would request the student list three favorites and if they do not have a favorite (rap may not be their “type” of music) I would have them list an artist or song they have heard. This is part of my preparation stage.

Utilizing the information from the survey, I have created an individualized activity for each student. Using a verse from one of the songs the students had written down in a previous survey, a student would analyze a stanza of rap looking for and analyzing poetry elements,
reinforcing their skills. Each student may have a different song depending on musical preferences. Some popular raps may be a duplicated favorite among students. They will be asked to find syllables, rhyme scheme, cultural contexts and lyrical elements. This work will be turned in for accountability (5 minutes).

This activity works also in all stages. The preparation stage of creating, giving and returning a completed survey determines background knowledge of the student. This assignment will be turned in so the teacher can further reflect on the student’s skills and get a perspective on an individual level of each student. She can understand their skill level with poetry analysis more clearly. In maintaining the class activity on the subject of poetry, the teacher continues to sharpen and refine the student’s skills through more practice and activities. This activity is similar to the one done with the entire class so it gives more practice for retention.

Readability
Varied depending on selection of music

Use of Language Arts
The students utilize their reading and writing skills. They read a text from their personal discourse and then write on it from a literary perspective. Using their personal discourse, writing and reading makes that entangled braid of literacy we strive for.

ACTIVITY 3

Excerpt from “Race and Reality: Chuck D Fight the Power”
By Chuck D (excerpt of Rap)
“Can’t Truss It”

GETTIN’ ME BRUISED ON A CRUISE
WHAT I GOT TO LOSE, LOST ALL CONTACT
GOT ME LAYIN’ ON MY BACK
ROLLIN’ IN MY OWN LEFTOVER
WHEN I ROLL OVER, I ROLL OVER IN SOMEBODY ELSE’S
90 F—KIN’ DAYS ON A SLAVE SHIP
COUNT ‘EM FALLIN’ OFF 2, 3, 4, HUNDRED AT A TIME
BLOOD IN THE WOOD AND IT’S MINE
LIKE MY BRAIN BEIN’ CHAINED
STILL I GOTTA GIVE IT WHAT I GOT
BUT IT’S HOT IN THE DAY, COLD IN THE NIGHT
BUT I THRIVE TO SURVIVE, I PRAY TO GOD TO STAY ALIVE....” 1991

By Phillis Wheatley
“On Being Brought From Africa to America”
"Twas mercy brought me from my Pagan land,
Taught my benighted soul to understand
That there's a God, that there's a Saviour too:
Once I redemption neither sought nor knew.
Some view our sable race with scornful eye,
"Their colour is a diabolic die."
Remember, Christians, Negros, black as Cain,
May be refin'd and join th'angelic train.  1773

Sample Excerpt of the Middle Passage
By Robert Hayden

“Middle Passage”

"Jesús, Estrella, Esperanza, Mercy:

Sails flashing to the wind like weapons,
sharks following the moans the fever and the dying;
horror the corposant and compass rose.

Middle Passage:
voyage through death
to life upon these shores.

"10 April 1800--
Blacks rebellious. Crew uneasy. Our linguist says
their moaning is a prayer for death,
our and their own. Some try to starve themselves.
Lost three this morning leaped with crazy laughter
to the waiting sharks, sang as they went under."

Desire, Adventure, Tartar, Ann:

Standing to America, bringing home
black gold, black ivory, black seed.

Deep in the festering hold thy father lies,
of his bones New England pews are made,
those are altar lights that were his eyes. “ 1962

Literature Selection Rationale
All three poems have elements related to the Transatlantic Slave Trade but are from
different cultural eras. I would be using these poems in their entirety. Wheatley and Hayden are
both canonized classical African American poets. By comparing and contrasting these selections
of poetry the reader learns to analyze not only form but also content. These poems are of
differing lengths, forms and point of view. Wheatley’s poem is very stylized and structured.
Hayden’s poem is an excellent example of a long poem with various “voices” within the poem.
Chuck D’s rap gives a contemporary view but also has many elements that the other two convey.
In addition, the 6th grade History SOL require to know about the Transatlantic Slave Trade so this is building on existing knowledge and also could be used in coordination with a History course to further understand American History and effects on culture.

SOL Content and Scaffolding
The third essential understanding in English Standard 10.5 in that the reader demonstrate understanding of selected poems. By comparing and contrasting these selections it increasing their knowledge, skills, and processes. Since the thematic content have been required in an earlier SOL prior knowledge and reinforcement aid the student in the exercise. This exercise will be achieved in a heterogeneous small group discussion. This will help each student learn from each other and evaluate to come to a conclusion. Due to the pre-reading exercise and two of the poems being short in length, slow readers can still participate in the discussion even though they may have not finished Hayden’s poem.

Stages of PAR and Lesson Execution
After the previous exercises, using three poems the class will analyze poetry elements, context, compare, contrast and theme. All three poems have elements related to the Transatlantic Slave Trade. A ten-minute pre-read time will be given and specification of what poems to read. The rap will be first then Wheatley’s poem and on to Hayden’s poem. Slow readers in the class may get through the first two short poems while other readers will be in various portions of Robert Hayden’s poem. Instructions, tips and reminders are given on working in groups. Learning to work in small groups had been completed earlier in the school year. Afterwards the students will break into heterogeneous groups to discuss the poems and fill out a worksheet with discussion questions to be collected at the end of class. If more time is needed Group work will be continued into the next day. (Approx 30 minutes).

Readability
Using the Flesh Kincaid Model, Wheatley’s poem is grade 9.2 and reading ease is 64 percent. For Hayden’s poem, the Flesh Kincaid Model gave the grade at 6.2 and reading ease is 68 percent but the Fry readability test put the reading on grade 9 which in my perspective seems more accurate. Chuck D.’s rap is around grade 3 although the content is around grade 9 or 10 in my opinion.

Use of Language Arts
The students utilize their listening, reading, writing and speaking skills. They listen and decipher meaning from others in the group. In the pre-read they utilize their reading abilities. In taking notes during discussion and answering questions they sharpen their writing skills. Due to the group is creating a response the writing may be improved due to at least three or four individuals have input. In discussion they sharpen their speaking skills to communicate person views to one another.
References


