**Introductory Information**

**Teacher:** Miss Bert

**Class:** English

**Date:**

**Grade Level:** 7A/7R

**Room Number:** 211

**Period:** 2, 3, 5, 7

**Unit:** Love, Betrayal, and Revenge: Hamlet

**Lesson Number:** 7

**Topic:** **“Dreams” by Langston Hughes/Harlem Renaissance**

**Context**: Students have been working on poetry all week.

**Objectives:**

***Short-range learning objective:***

* Students will be able to define the Harlem Renaissance
* Students will be able to recognize how the Harlem Renaissance influenced Hughes’ work.
* Students will be able to discuss the message of the poem.
* Students will be able to recognize metaphors.
* Students will be able to understand the importance of reaching for your dreams.

***Long-range learning objective:***

1. Students will be able to define and identify personification.
2. Students will be able to identify rhyme scheme
3. Students will be able to define and identify similes & metaphors
4. Students will be able to define and identify tone
5. Students will be able to define and identify mood
6. Students will be able to understand the significance of a title
7. Students will be able to characterize the Romantic Era
8. Students will be able to characterize the Harlem Renaissance
9. Students will be able to analyze a poem
10. Students will be able to define and identify theme

**Rationale:**

1. ***Administrators:*** The Harlem Renaissance is a very important part of American poetry and students should understand the context of this era. Through music, reading, and poetry students will gain a better understanding of this era.

***2) Students:*** The Harlem Renaissance and Langston Hughes are very important to American literature history. This poem has an essential message that will help you not only in English class, but in life as well.

1. ***Critical Pedagogues:*** In order to enhance student learning we have to adapt our teaching styles to do so. By playing music, having students read nonfiction, and reading literature, all students learning abilities should be reached.

**Background Knowledge and Skills:** Students know: personification, theme, tone, mood, rhyme scheme, similes, metaphors, and how to analyze.

**Standards**

1. 7.RL.1: 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 7.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. 7.RL.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning.
4. 7.RIT.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.
5. 7.RIT.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Summary:** As students walk in, music from the Harlem Renaissance will be playing for them. As the music plays, students will read a nonfiction text explaining what the Harlem Renaissance is. From there, we will discuss and watch a quick youtube click about the Harlem Renaissance. After all that, we will read the poem together and analyze it. If time allows, students will do the questions in pairs.

**Procedure**

***1) Anticipatory Set: 6 minutes***

* Listen to the music while reading the article about the Harlem Renaissance.
* After listening to the music and reading the short description of the Harlem Renaissance why do you think the Harlem Renaissance was so important to the African American community?
* While they are doing this go around to check HW.

***2) Direct Instruction: 25 minutes***

1. Go over do now – discuss the feel of the music and the information from the article.
2. Play the quick video about the H.R. (<http://www.youtube.com/watch?v=iqWph8ZIySU>)
3. Have a student read the bio of Hughes.
   1. After reading the bio, read just the title of the poem, “Dreams” – make an inference – why do you think this is a poem that can be considered part of the Harlem Renaissance movement?
4. Packet page 7 – fill in the Do Now portion quickly – we will share out.
5. Read “Dreams” out loud twice.
6. What do you think the overall message is of this poem?
   1. Analyze the style of the poem (two four line stanzas with a repeated format – he is trying to get across a specific point).

***3) Guided Practice: 10 minutes***

* Questions in packet

***4) Closure: minutes***

* Go over packet questions

1. ***Independent Practice:***

* Finish questions on page 7

**Materials and Resources Needed:** smart board, packet, soundcloud, youtube.

**Accommodations for Students with Special Needs (Differentiated Instruction):** Students with behavioral problems are strategically seated.

**Assessment of Student Learning**

a) Formative or Summative: Formative

b) Informal or Formal: Informal

**Reflection of lesson/ways to improve for next class**