

WHAT DO WE WANT STUDENTS TO LEARN?

<p>Learning Targets</p>	<p>Today I am selecting and analyzing a song to identify imagery (“beautiful words”) and determine theme. So that I can create a visual representation of the song. In order to display my understanding of textual evidence that supports theme and imagery.</p>
<p>Content Standards</p>	<p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>Opening</p>	<p>Introduce Lesson: Students will analyze a song and identify “beautiful words” (imagery) and determine theme. They will create a picture/design of the words and include quotes from the passage. The finished product will include 5-7 quotes, be neat and colorful. The provided page will be fully covered by the drawing and quotes. Students will write a reflection explaining their choice of poem, song, or short story, picture/design, and selection of quotes.</p> <p>First Step: Choose a song that addresses compassion and that you personally relate to.</p>
<p>Lesson Plan</p>	<p>After choosing a song, answer the following prompts to get started.</p> <ol style="list-style-type: none"> 1. What is the theme (message) of the song and how do you relate to it? 2. What lines of the song support this/these themes (messages)? Choose 4 passages. 3. What do you imagine when you hear the song? For example, when I hear the song, “Wind Beneath My Wings” I picture a bird or angel floating in the blue sky with puffy white clouds. I imagine_____. 4. Use at least 5 adjectives to describe your image(s). _____.

	<p>5. What lines of the song help you create a visual image? At least 4 passages – these must be different than the ones already mentioned.</p> <p>6. Create an image/symbol as the focal point for your piece that accurately reflects how this song represents you.</p>
Closing	Write a reflection explaining why you chose the song and visual image. Explain the theme of the song. Explain the imagery of the song.
Assessment (Current or Future)	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative
Differentiation and Specialized instruction & Strategies	<p>For students who are struggling to find a song, give them options of a few well-known songs that they could connect to.</p> <p>For students who struggle with writing, reduce amount of written response, or allow them to type on the computer.</p> <p>Allow students to print pictures from computer instead of draw.</p> <p>Use sentence starters.</p> <p>Provide visual example for students.</p>
Engineering Design Process Stage	<input type="checkbox"/> Ask <input checked="" type="checkbox"/> Imagine <input checked="" type="checkbox"/> Plan <input checked="" type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share
STEAM Connections (2 or More)	<input type="checkbox"/> Science <input checked="" type="checkbox"/> Technology <p>Technological interactivity:</p> <input type="checkbox"/> Engineering <p>Hands-on project based learning:</p> <input checked="" type="checkbox"/> Art <input type="checkbox"/> Math
Cross-Curricular Connections	<input checked="" type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies

	<input type="checkbox"/> Foreign Language <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Music
STEAM/Cross-Curricular Standards	VA8.CR.2a Produce original two-dimensional artworks using a variety of media VA8.PR.1b Write an artist statement by reflecting on finished works of art VA8.CN.3c Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning
STEAM/Cross-Curricular Vocabulary	Media, Interdisciplinary connection
Real-world Connection	
Career Connection	