Subject: 6th Grade ELA

Unit: 1 Lesson #8 Text: “A Dream Within a Dream” page 573

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| Key Questions: | Why does Edgar Allan Poe use various types of figurative language in the poem “A Dream Within a Dream?” |
| TEKS: | (4)  Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.  6.15B.i – write poems using poetic techniques (e.g., alliteration, onomatopoeia).  6.15B.ii – write poems using figurative language (e.g., similes, metaphors).  6.15B.iii – write poems using graphic elements (e.g., capital letters, line length).  6.3.C – compare and contrast the historical and cultural settings of two literary works.  Fig.19.D – make inferences about text and use textual evidence to support understanding.  Fig.19.E – summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. |
| ELPS: | 1 (H)  develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations. |
| Concepts / Skills  to be taught: | Figurative Language  Poetic Techniques  Graphic Elements  TPCASTT |
| Vocabulary: | Line  Stanza  Speaker  Connotation  Alliteration  Rhyme  Rhythm  Metaphor  Personification  Tone/Mood  Theme |
| Literature / Resources: | “A Dream Within a Dream” Edgar Allan Poe  Prentice Hall – page 573 |
| Considerations for Struggling Students: | Provide work samples as a model.  If you’re using the PowerPoint, adjust it to reflect the learning style and level of your students. |
| Lesson: | “A Dream Within a Dream” Edgar Allan Poe   * Use the PowerPoint provided   BEFORE   * + Provide a background/historical context of Edgar Allan Poe. Ideally, this will provide the students with a better understanding of Edgar Allan Poe’s tone and how his writing reflects his life.   DURING   * + TPCASTT Poem – use PowerPoint and student handout     - Title     - Paraphrase     - Connotation     - Attitude     - Shift     - Title     - Theme   AFTER   * + If time permits, discuss Poe, his style, and his other works. Is there a common theme? |
| Additional Resources: |  |
| Assessment/Evaluation | * Guided Questions – ask higher order thinking questions as the lesson unfolds   + EXAMPLES     - Identify an example of hyperbole in “A Dream Within a Dream.” How does the example contribute to the meaning of the poem?     - Identify the rhyming words in “A Dream Within a Dream.” What is the effect of using words that rhyme?     - Analyze lines 13 – 19. What is the speaker doing? How are these actions related to the idea of dreaming?     - How does Edgar Allan Poe create imagery in his poem “A Dream Within A Dream?” * TPCASST – view/grade the process as students are working/collect in the end to take a grade |