Jaclyn Marta

CI 401- Conceptual Literature Unit

11/12/12

*The Realm of Possibility*, David Levithan

* **Introduction:** To start our unit on this novel, we will be exploring one of the most important literary devices , the symbol. To introduce the idea of what a symbol is, the class will play a matching game, matching images to words. When they see that this is symbolism, we will explore the symbolism of cigarettes and smoking in the first poem located in the story.
* [CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* [CCSS.ELA-Literacy.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone
* Opening ( 10 minutes)
	+ The students desks will be organized in squares, with 4 together
	+ After they get settled, each group will be given a group of items in a bag along with words on a note card
	+ These items will be obvious symbols (a heart, a Christmas tree, a house) and the note cards will be ideas they are symbolic of (love, holidays, family)
	+ They will be timed and the students will work in their groups to put these together
* Explanation of terms (5 minutes)
	+ Describe that these images are all symbols of the word on the note card
	+ Define Symbolism
		- “artistic imitation or invention that is a method of revealing or suggesting immaterial, ideal, or otherwise intangible truth or states”
		- “ A symbol is something that stands for something else”
	+ Ask students for understanding of the term/ examples, etc
* Text Analysis (30 minutes)
	+ Hand out Text to class
		- *The Realm of Possibility*
	+ Starting Reading the First Poem in the Novel- “Smoking”
		- Teacher will read poem aloud to class as they follow along in the book
		- Teacher will pause around every Third or Fourth stanza
			* Students will write down ideas that seemed to reoccur, what stuck out, exc.
			* Tell students to watch for the references to smoking and what they perform
	+ Discussion
		- When the teacher pauses students will give response in discussion
		- Teacher will give clear mention of smoking and ask students what it does
			* What is the smoking taking the place of
			* How can you tell
			* How does the narrator react to it, how do others
			* How is it similar to his relationship with Jed?
	+ This read/discussion continue on for the length of the poem
* Conclusion (5 minutes)
	+ Ask the class as a whole on what they believe smoking stands for
		- Point out the similarities to relationship with Jed
		- It provides the same ideas, feelings, etc for him as his romantic relationship does
	+ They will turn in their moments they wrote down for participation points
	+ Start reading the second chapter, finish it for homework
* [CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	+ As students will read along with the teacher, they will need to write down what they noticed the most. When the student discusses the text as a class, they will need to talk about where in the text the idea is or how it is support in the text. Students will use the context clues surrounding it to determine what smoking is a symbol for in the text.
* [CCSS.ELA-Literacy.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone
	+ Students will be deeply studying the use of the idea of smoking in the text. As they read along, they will see how smoking portrays the relationship the narrator has with his boyfriend and expands throughout the text. Since we are stopping so often to discuss, there will be a focus on this word for every break.