**Week:**  2  **Main goal for this week:** Introduction to Poetical Devices in Novels, specifically in *The* *Realm of Possibility*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Description of activities | Read chapters 1-2  Students will learn about symbolism. | Read chapters 3-4  Students will learn about free verse poetry. | Read Chapters 5-6  Students will learn about Sensory Images. | Read Chapters 7-8  Students will learn about themes in poetry | Read Chapters 9-10  Students will learn about ABC poetry. |
| What students will be doing | Students will start out with a game teaching them what symbolism is. They will then start reading the text, specifically focusing on how symbolism can be seen. | Students will be reading these two chapters in class and seeing how the form of the poem, specifically between a lyric poem and free verse poem, affects our understanding of the play. | Students will be given two minutes to describe a picture using 5 senses. Pictures will be returned to table. Teacher will distribute students’ description paragraphs randomly, and other students will try to match description with actual picture. | Students will be observing how the novel has progressed so far. They will write character descriptions and see what ideas the characters focus on. Then, they will examine what thoughts are reoccurring over the text as a whole. | Students will read chapter 10 in class and look at the form the speaker uses. They will then work on forming their own version of an ABC poem. |
| What/how you’ll teach | The game will be a bag of images with the idea they are associated with. It will then turn into a discussion of how the text treats smoking as a symbol of narrator’s romantic relationship | Students will fill out a worksheet describing the differences between the two poems. The worksheet will question them on the events on the poem as well as their feelings towards them. | Class will begin with a short PowerPoint presentation about sensory images (with examples from text). Students will complete the activity to practice using it. | Students will work in groups to examine the characters and present what the characters discuss. Then we will see which commonalties seem to be the themes of the text. | Students will read the ABC poem and talk about why the narrator uses this. They will then look at other examples of ABC poetry so they can effectively write their own. |
| What will be learned (and how will you know?) | Students will learn not only learn what symbolism, but how it works in the text. This will be evident in their discussion and their notes on the text. | Students will learn how to determine the differences between poetical forms and what is effective about each of them. This will be evident in their answers to the worksheet. | Students will learn what sensory image is and how to use it. This will be evident by their paragraphs and other students’ ability to locate the picture they described. | Students will learn how to analyze a character. As well as determine a common theme throughout a text. This will be evident in the presentation their group will give to the class. | Students will learn about another style of poetry as well as improving their own skills as creative writing. This will be evident in the poem they will write for homework over the weekend. |