

Garcia, R.C. (2020). [Elegies]. Flowersong Press.

Focus Question:		NGLS Alignment:		Materials:
How is writing used to understand, express, synthesize, and move on from grief?		<p>3R2, 4R2, 5R2, 6R2, 7R2, 8R2 - Determine a theme or central idea of text and explain how it is supported by key details; summarize a text</p> <p>9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration</p> <p>11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration</p>		<ul style="list-style-type: none"> Garcia, R.C. (2020). Elegies. Flowersong Press. Graphic organizer
SEL Benchmarks:		ELLs/MLLs - Language Standards:		
<p>Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>2A. Recognize the feelings and perspectives of others. . Describe the expressed feelings and perspectives of others.</p>		CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Depth of Knowledge Questioning:		Opener:		Notes:
How is the first person narrative voice used to synthesize grief in elegies?		<p>WORD ASSOCIATION*</p> <p>Choose 3-5 words from the list below. What word, image, moment, memory, sound, smell, or taste do you associate with each of the words you chose?</p> <p>> grief > <u>wind</u> > quantum theory</p> <p>> updo > gorillas > <u>city</u></p> <p>> dying > <u>poetry</u> > ghosts</p> <p>> <u>fruit trees</u> > resurrection > Uber</p> <p>> <u>happy</u> > <u>beauty</u> > commandments</p>		Word Association: the opener is based on key words in the titles of the poems contained within pages 51-68. For younger grades, consider focusing on the elegies found on pages 56 & 62.
Agenda:		Learning Activities:		
<ul style="list-style-type: none"> → Opener [10 min + 5 min share] → Framing of elegies [10 min] → Reading, Annotations, and Interpretations [10 min + 5 	What students do	Modifications for SWD and ELLs	What teachers do	Assessment
	★ Opener	<ul style="list-style-type: none"> ★ Limit list to words underlined ★ Provide definitions as needed 	<ul style="list-style-type: none"> ★ Introduce (frame & define) elegies <ul style="list-style-type: none"> ○ Resources A, B, C 	★ Word association

min] → Closer [5 min]			<ul style="list-style-type: none"> ○ Fidelity to/Focus on form (iambic pentameter, ABAB, quatrain) focus for Grades 9-12, as appropriate, and/or extension activities 	
	<i>What students do</i>	<i>Modifications for SWD and ELLs</i>	<i>What teachers do</i>	<i>Assessment</i>
	★ Read, annotate, and interpret R.C. Garcia’s elegies	★ Assign to elegies on pages 56, 62, and/or 66 ★ Group students according to word association selections (similar interest/connection) ★ Group or pair students according to English language proficiency level	★ Review discussion guide/questions ★ Support groups, as needed	★ Annotations and interpretations
	Closer:	What does the poem that you read today remind or make you think of?		
Homework:		Teacher Self Reflections:		
Extensions and Enrichment:	➤ Connect to elegies written in Garcia, R.C. (2018). black/Maybe. Willow Books. ➤ Invite students to research/contribute elegies particular to their communities			

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Focus Question:		NGLS Alignment:		Materials:
What elements of Garcia’s writing do I want to emulate (adopt) in order to help a reader understand my grief?		<p>3W4, 4W4, 5W4, 6W4, 7W4, 8W4 - Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience</p> <p>9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate</p> <p>11-12W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.</p>		<ul style="list-style-type: none"> Garcia, R.C. (2020). Elegies. Flowersong Press. Graphic organizer
SEL Benchmarks:		ELLs/MLLs - Language Standards:		
<p>Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>2A. Use communication skills to gain understanding of others’ feelings and perspectives</p> <p>2B. Recognize individual and group similarities and differences.</p>		CCSS.ELA-LITERACY.CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
Depth of Knowledge Questioning:		Opener:		NOTES:
How can memory and poetry be used to craft tributes that are both universal and specific?		<p>FREWRITE:</p> <p>What is something that you miss?</p> <p>This could be a person, a place, an object, a meal, a moment. Describe it in detail: what does it look like, taste like, smell like, feel like, sound like? What do you miss about it? When did you last see it, have it, hold it?</p>		Adjust opener as needed. This can include providing students with a grid on their graphic organizer that guides them through identifying a person, place, thing, AND moment they miss. This will provide students with options when writing their elegies.
Agenda:		Learning Activities:		
→ Opener [10 min + 5 min	<i>What students do</i>	<i>Modifications for SWD and ELLs</i>	<i>What teachers do</i>	<i>Assessment</i>

share] → Task and criteria review [10 min] → Writing[10 min + 5 min] → Closer [5 min]	★ Opener	★ Graphic organizer with prompts and sentence stems for students to outline and organize responses in lieu of freewrite (see NOTES)	★ Introduce criteria for elegy writing: <ul style="list-style-type: none"> ○ Write an elegy 10-20* lines (total), either on (one of) the subject(s) from the opener or on a new subject ○ Select a phrase, or line, from one of Garcia's elegies ○ Use the line in your original elegy at least 3 times 	★ Opener as pre-writing activity
	<i>What students do</i>	<i>Modifications for SWD and ELLs</i>	<i>What teachers do</i>	<i>Assessment</i>
	★ Write original elegy	★ Modify target length of elegy ★ Provide list of lines and phrases from Garcia's elegies for students to select from	★ Model writing process	★ Original elegy
	Closer:	What did you find challenging about this process? Which original line of your poem do you like most?		
Homework:		Teacher Self Reflections:		
Extensions and Enrichment:	<ul style="list-style-type: none"> ➤ Connect students to opportunities to submit their elegies to writing competitions ➤ Craft blackout poems using Garcia's elegies 			

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Focus Question	NGLS Alignment	Materials
<p>What is loss and what is gained in composing communal expressions of grief in mourning?</p>	<p>3SL1, 4SL1, 5SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</p> <p>6W4d, 7W3d, 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p>9-10R7: Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account</p> <p>11-12W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters</p>	<ul style="list-style-type: none"> • Garcia, R.C. (2020). Elegies. Flowersong Press. • Graphic organizer
SEL Benchmarks	ELLs/MLLs - Language Standards	
<p>Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>2A. Use communication skills to gain understanding of others' feelings and perspectives</p> <p>2A.4A. Analyze similarities and differences between one's own and others' perspectives</p>	<p>CCSS.ELA-LITERACY.CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
Depth of Knowledge Questioning	Opener:	Notes:
<p>How does the process of collaborative writing in literature simultaneously reflect all of us and none of us?</p>	<p>Gallery Walk - elegies written from the preceding lesson should be printed and hung/displayed (anonymously) in a gallery for students to read and take notes on in their graphic organizer</p> <p>Students should record: (3) common themes, sentiments, subjects; (2) phrases or lines that stand out to them; and (1) connection they see between the general ideas, styles, themes produced by the class and the elegy they wrote OR (for students who did not write or complete an elegy) OR (1) connection they see between the general</p>	<p>For collaborative/composite elegy, students should draw on the common themes and subjects captured by the class and use them to inform their new product. Alternatively, students can decide upon a new or different theme, as appropriate, given shared</p>

		ideas, styles, themes produced by the class and Garcia’s writing		experiences or views. For composite elegy, students can draw on lines from their individual elegies to develop a new poem, but should aim to include an agreed-upon line or phrase from one of Garcia’s elegies as their poem’s refrain.
Agenda	Learning Activities			
<ul style="list-style-type: none"> → Opener: Gallery Walk [10 min] → Share out [5 min] → Task Framing [5 min] → Collaborative/Composite Elegy [20 min] → Closer [5 min] 	<i>What students do</i>	<i>Modifications for SWD and ELLs</i>	<i>What teachers do</i>	<i>Assessments</i>
	★ Gallery walk	<ul style="list-style-type: none"> ★ Provide sentence stems and starters on the graphic organizer ★ Print a copy of students’ elegies for students to have available during gallery walk and reflection 	<ul style="list-style-type: none"> ★ Model thinking aloud of 3-2-1 prompts during gallery walk 	★ Graphic organizer
	<i>What students do</i>	<i>Modifications for SWD and ELLs</i>	<i>What teachers do</i>	<i>Assessments</i>
	<ul style="list-style-type: none"> ★ Compose a collaborative (whole class or small group) or composite (small group) elegy 	<ul style="list-style-type: none"> ★ Group students, as appropriate, according to shared home languages or English language proficiency levels ★ Invite students to use lines and phrases in languages other than English ★ Provide pre-selected lines/phrases from Garcia’s elegy for use 	<ul style="list-style-type: none"> ★ Frame the task ★ Organize groupings (if small group versus whole class) ★ Assign facilitator/notetaker (as needed) 	★ Collaborative/Composite Elegy
	Closer:	Do you think that the writing of a collaborative or composite elegy makes the expression or synthesis of grief /loss more personal or less personal? Why/How so?		
Homework		Teacher Self Reflections		
Extensions and Enrichment	➤ Assign students to practice recitation of either their			

	<p>individual elegies or for a choral reading of the composite/collaborative elegies</p> <p>➤ Organize poetry night / Alternatively record and post to class or school website</p>		
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Poetry Analysis: 10 essential questions

1. Who is the speaker in this poem? What kind of person is he or she?
2. To whom is the speaker speaking, or in other words, who is the audience?
3. What are the situation and setting in time (era) and place?
4. What is the purpose of the poem?
5. State the poem's central idea or theme in a singular sentence.
6. Describe the structure of the poem. How does this relate to content?
7. What is the tone of the poem? How is it achieved?
8. Notice the poem's diction. Discuss any words which seem especially well-chosen.
9. Are there predominant usages of figurative language? What is the effect?

Metaphors

Imagery

Personification

Similes

Allusions

Symbols

10. Explain the use of any sound devices and whether or not they aid in conveying tone or theme.

Tone/Attitude Words

1. **accusatory** - charging of wrongdoing
2. **apathetic** - indifferent due to lack of energy or concern
3. **awe** - wonder
4. **bitter** - exhibiting strong animosity as a result of pain or grief
5. **cynical** - questions the basic sincerity and goodness of people
6. **condescension; condescending** - a feeling of superiority
7. **callous** - unfeeling, insensitive to feelings of others
8. **contemplative** - studying, thinking, reflecting on an issue
9. **critical** - finding fault
10. **choleric** - hot-tempered, easily angered
11. **contemptuous** - showing or feeling that something is worthless or lacks respect
12. **caustic** - intense use of sarcasm; stinging, biting
13. **conventional** - lacking spontaneity, originality, and individuality
14. **disdainful** - scornful
15. **didactic** - author attempts to educate or instruct the reader
16. **derisive** - ridiculing, mocking
17. **earnest** - intense, a sincere state of mind
18. **erudite** - learned, polished, scholarly
19. **fanciful** - using the imagination
20. **forthright** - directly frank without hesitation
21. **gloomy** - darkness, sadness, rejection
22. **haughty** - proud and vain to the point of arrogance
23. **indignant** - marked by anger aroused by injustice
24. **intimate** - very familiar
25. **judgmental** - authoritative and often having critical opinions
26. **jovial** - happy
27. **lyrical** - expressing a poet's inner feelings; emotional; full of images; song-like
28. **matter-of-fact** - accepting of conditions; not fanciful or emotional
29. **mocking** - treating with contempt or ridicule
30. **morose** - gloomy, sullen, surly, despondent
31. **malicious** - purposely hurtful
32. **objective** - an unbiased view-able to leave personal judgments aside
33. **optimistic** - hopeful, cheerful
34. **obsequious** - polite and obedient in order to gain something
35. **patronizing** - air of condescension
36. **pessimistic** - seeing the worst side of things; no hope
37. **quizzical** - odd, eccentric, amusing
38. **ribald** - offensive in speech or gesture
39. **reverent** - treating a subject with honor and respect
40. **ridiculing** - slightly contemptuous banter; making fun of
41. **reflective** - illustrating innermost thoughts and emotions
42. **sarcastic** - sneering, caustic
43. **sardonic** - scornfully and bitterly sarcastic
44. **satiric** - ridiculing to show weakness in order to make a point, teach
45. **sincere** - without deceit or pretense; genuine
46. **solemn** - deeply earnest, tending toward sad reflection
47. **sanguineous** - optimistic, cheerful
48. **whimsical** - odd, strange, fantastic; fun