

Name _____ Date _____

Teaching Task:

Rewrite the Teaching Task:

In the left column of the table below, the teaching task/prompt has been broken into parts.

To help yourself understand how to complete the task, use the specific information from the teaching task to write in your own words what you will need to do to complete each part of the task.

Here are the parts of the teaching task...	Write “I will” statements using details from the teaching task to state what you will do to complete that part of the prompt.
What is the theme of the poem <i>Mother to Son</i> ?	
After reading <i>Mother to Son</i> and an informational text on metaphors	
write an essay for our class literary magazine	
in which you discuss how Langston Hughes’ use of metaphors contributes to an understanding of the theme of this poem.	
Give several example/s from the poem to support your discussion.	

Rubric Translation

What is the theme of the poem *Mother to Son*? After reading *Mother to Son* and an informational text on metaphors write an essay for our class literary magazine in which you discuss how Langston Hughes' use of metaphors contributes to an understanding of the theme of this poem. Give several example/s from the poem to support your discussion.

Focus	
Controlling Idea	
Reading – Research	
Development	
Organization	
Conventions	
Content Understanding	

Metaphors

Definition

A metaphor compares two unlike things. "My baby sister's a doll," you might say, compares your sister's size and sweetness to that of the perfection of a doll. At another time you might say, "My brother is a rat." This compares your brother to the nastiest little creature you can think of. In both cases you would be making a **metaphor** - a form of comparison that directly compares two unlike things. A metaphor wastes no time in getting to the point.

Why Do Authors Use Metaphors in their Writing?

- **They enliven ordinary language.**

People get so accustomed to using the same words and phrases over and over, and always in the same ways, that they no longer know what they mean. Creative writers have the power to make the ordinary strange and the strange ordinary, making life interesting again.

- **They are generous to readers and listeners; they encourage interpretation.**

When readers or listeners encounter a phrase or word that cannot be interpreted literally, they have to think—or rather, they are given the pleasure of interpretation. If you write "I am frustrated" or "The air was cold" you give your readers nothing to do—they say "so what?" On the other hand, if you say, "My ambition was Hiroshima, after the bombing," your readers can think about and choose from many possible meanings.

<http://library.thinkquest.org/CR0210124/figlandef.html>

<http://owl.english.purdue.edu/owl/resource/687/05/>

Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.

But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.

So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.

- Langston Hughes

Metaphors Short Version Lexile: 4th-5th grade band; fairly straight forward; subheadings and bullets help with understanding

The screenshot shows the Lexile Analyzer interface for file 2019619. The browser address bar shows the URL <https://www.lexile.com/analyzer/results/2019619/>. The page has a green header with the text "Lexile Analyzer: Results". On the left, a sidebar titled "Lexile Analyzer" lists five steps: 1. What kinds of texts can be measured, 2. Prepare your text for measurement, 3. Type or scan your text, 4. Convert your text into a plain text file, and 5. Analyze your text and get results. The main content area includes a warning: "These results are not saved in any retrievable way. You should print this screen and note your filename or the title of your sample text. If you do not print or record the results, you will have to re-analyze your sample text to know its Lexile measure." Below this is a "Submit another file" section with a "File to Analyze*" label, a "Choose File" button, and a "Submit" button. To the right, the "Lexile® Measure" is 960L. Below that, "Mean Sentence Length" is 15.00, "Mean Log Word Frequency" is 3.56, and "Word Count" is 225. At the bottom, there is a "Usage history" section with a link to "Review your usage of the Lexile Analyzer®". The Windows taskbar at the bottom shows the time as 11:44 AM on 8/17/2013.

Mother to Son Lexile: 4th-5th; figurative language demands increase complexity; unusual language patterns may cause difficulties in comprehension

The screenshot shows the Lexile Analyzer interface for file 2018983. The browser address bar shows the URL <https://www.lexile.com/analyzer/results/2018983/>. The page has a green header with the text "Lexile Analyzer: Results". On the left, a sidebar titled "Lexile Analyzer" lists five steps: 1. What kinds of texts can be measured, 2. Prepare your text for measurement, 3. Type or scan your text, 4. Convert your text into a plain text file, and 5. Analyze your text and get results. The main content area includes a warning: "These results are not saved in any retrievable way. You should print this screen and note your filename or the title of your sample text. If you do not print or record the results, you will have to re-analyze your sample text to know its Lexile measure." Below this is a "Submit another file" section with a "File to Analyze*" label, a "Choose File" button, and a "Submit" button. To the right, the "Lexile® Measure" is 790L. Below that, "Mean Sentence Length" is 10.48, "Mean Log Word Frequency" is 3.32, and "Word Count" is 608. At the bottom, there is a "Usage history" section with a link to "Review your usage of the Lexile Analyzer®". The Windows taskbar at the bottom shows the time as 6:18 PM on 8/16/2013.

Mother to Son By Langston Hughes

Grade 5 Close Reading Lesson

Teacher Support
Close Reading Lessons
Days 2-3-4

Every Close Reading Lesson targets Reading Standards 1 and 10.

Standard RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

Standard RL.5.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

First Reading:

Prior to the reading, teacher reminds students that there are different purposes in reading. Sometimes a text is read only one time and completely understood. Some texts, however, like this poem, deserve to be read several times to understand and appreciate the meaning.

Students read the poem independently. (Striving readers may be read the poem prior to this reading.) Students are instructed to circle any words that cause them to struggle.

Goal for this reading is for students to read the text in its entirety to gain an understanding of the overall meaning.

Second Reading:

Teacher does a read aloud without any stops. Students are instructed to pay close attention to the words they circled in the first reading.

Goal is for students to hear the text in its entirety to gain an understanding of the overall meaning of the poem.

Third Reading (Part A on Recording Form):

Students complete the text dependent questions. This can be done individually or in partners. There should be partner discussion and then whole class discussion revolving around each question.

The goal of this reading would be deeper comprehension of what is said explicitly and what can be inferred.

Fourth Reading (Part B on Recording Form):

Students will paraphrase each stanza. The goal of this reading is to synthesize the poet's words.

Written Response (Part C on Recording Form) :

Standard RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes

Standard RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text

Standard W.5.9 – Draw evidence from literary or informational texts to support analysis, reflection and research

Name _____

Day 1 - Part A: Return to the poem to answer each of the following questions.

1. (1) Who is speaking? Who is the narrator speaking to? How do you know?
2. (1) What is meant by 'no crystal stair'?
3. (1) Has the narrator had an easy life? What evidence from this stanza supports your answer?
4. (1) The first stanza ends with the word 'bare'. Besides the stairs being bare, what else does the narrator mean is bare?
5. (2) When life is challenging, does the narrator give up? How do you know? What words tell you that answer?

6. (2) What is the symbolism in the phrase 'turnin' corners'?
7. (2) The narrator speaks of dark times. What is meant by 'dark times'?
8. (3) What advice is the narrator offering? What words in this stanza of the poem provide you the answer?
9. (3) What does the narrator intend to do? How do you know?
10. (3) What is the significance of the metaphor '... life for me ain't been no crystal stair'?

Name _____

Day 2 - Part B: Paraphrase each stanza into your own words.

Stanza 1

Stanza 2

Stanza 3

Transition to Writing - Part C: This poet uses metaphors to create visual images which help the reader understand the theme of the poem. Prior to the Socratic Seminar, make notes about the mother's reaction to the hardships she has endured and the message she is offering her son. Cite specific evidence from the text to support your response. Remember, you will be responding to the teaching task above in the next few days.

[illegible]

THE MESSAGE

Common Themes in Books

You will find that many books include a theme, or lesson, that is revealed as you read the story. Below are common themes you will find in your books.

Acceptance	These books have characters who respect & accept others' differences and beliefs.
Courage	These books have brave characters who have the strength to overcome a fear or accept a risk.
Perseverance	These books have characters who never give up even when facing difficult times.
Cooperation	These books have characters who work together to solve a problem or achieve a goal.
Compassion	These books have characters who want to make those who are suffering feel better.
Honesty	These books have characters who find that it is best to always tell the truth.
Kindness	These books have friendly characters who are generous and considerate of others.
Loyalty	These books have characters who trust each other and never turn their backs on their friends.

Definition of Socratic Seminar

- A scholarly discussion of an essential question in which student arguments are shared, proven, refuted, and refined through dialogue and use of evidence
- If more than fifteen students, the fishbowl format for Socratic seminars should be used.
 - Teacher or seminar leader facilitates the discussion
 - Half the class (seated in an inner circle) participates in the discussion at one time
 - Other half of the class (seated in an outer circle) act as observers and coaches
 - All students participate in a role

Purpose of Socratic Seminars

Participants engage in an essential question and gain deeper understanding of laws, ideas, issues, values, and/or principles presented in a text(s) through rigorous and thoughtful dialogue; reading, speaking and listening goals

Advantages of Socratic Seminars

- Provides opportunities for critical readings of texts and application of text-based evidence
- Teaches respect for diverse ideas, people, and practices
- Enhances students' knowledge and research base
- Creates a community of inquiry
- Develops critical thinking, problem solving, speaking, and listening skills
- Maximizes student participation
- Encourages divergent thinking

Steps for Socratic Seminars

Preparation:

- Teacher selects an appropriately complex text, rich in ideas that promote thinking and discussion
 - All students will read the text prior to the discussion.
- Teacher develops the essential question (and follow-up questions) for the discussion.
 - Text-based; open-ended; discussion promoting questions
- Prior to the seminar, students will record the essential question, develop their answer, and identify evidence for the answer

Pre-Conference:

- Teacher will determine students' roles
 - Consideration of students' thinking, listening, speaking, and reading skills
- Just before the seminar, each participant and his/her coach will meet for a pre-conference to discuss the participant's goals for the discussion.

Seminar:

- Students sit in one of two circles (inner circle for participants, outer circle for coaches).
- Teacher/leader poses the essential or opening question.
- The teacher/leader may need to ask follow up questions to lead the participants to greater understanding of the text.
- Students respond to the question orally or in writing.
- Teacher/leader facilitates the seminar discussion by guiding students to a deeper and clarified consideration of the ideas of the text, a respect for varying points of view, and adherence to and respect for the seminar process.
- Students cite evidence from the text, ask questions, speak, listen, make connections, and add insight or new knowledge to discuss their point of view in regards to the opening question.

- Teacher/leader takes notes for evaluative purposes but provides no verbal or nonverbal feedback that either affirms or challenges what the students say. The teacher/leader may ask follow-up questions; however, teacher questions are used sparingly and deliberately.
- When satisfied that the opening question has been thoroughly explored, the teacher/leader asks one or more additional questions to examine central points of the text.
- Students may pose new questions when the discussion is exhausted. New questions posed must relate to students' ideas and contributions in response to the initial essential question.
- Once the text has been explored thoroughly the teacher/leader may ask a closing question.
- The teacher/leader will thank students for their participation and summarize the main ideas and concepts examined during the discussion.
- After the discussion, the coaches/leaders provide feedback

Rules and Roles for Socratic Seminars

The Participants:

- May only participate in the discussion if they have read the selection
- Must support their arguments with evidence from the text
- May speak at any time during the seminar with respect for the other participants
- May refer to other works the class has read
- May write notes to themselves during the discussion
- May ask relevant questions of other participants

The Coaches:

- Must evaluate the participant's performance during the seminar
- Must provide oral and written feedback to the participant after the seminar
- May not speak to their participants during the seminar
- May not speak to other participants or coaches at any time

The Teacher/Leader:

- Must provide adequate "think time" for students to respond appropriately
- Can only ask questions; cannot state his or her opinions or interpretations
- Must require participants to support their arguments with evidence from the text
- Must encourage participants to agree and disagree for substantial reasons
- May record the number and quality of participant responses

Management Tips for Socratic Seminars

- First seminar plan about 30 minutes; subsequent seminars might be 45-50 minutes
- Share rules, expectations, and criteria for evaluation with students prior to the seminar
- Select students for inner and outer circles carefully to prevent off-task behaviors
- Distribute an equal number of tokens or "talking chips" to all participants; require participants to use all their tokens or chips prior to the end of the discussion
- Eliminate the outer circle when using Socratic Seminars in classes of fifteen students or less
- Roles might include: speaker, coach, general evaluator, timekeeper, evidence counter, transition keeper, quote tracker, comment counter, big board note-taker

Essay Outline

Student Support
Outline
Day 5

Title:

Your Name:

Introductory Paragraph (2–4 sentences):

Hook:

Background Sentence(s) about the poem:

Thesis Statement:

Body Paragraph(s) (4–5 sentences):

Opening Sentence that tells the theme:

Evidence 1 (Figurative Language phrase that supports the theme and its meaning):

Evidence 2 (Figurative Language phrase that supports the theme and its meaning):

Evidence 3 (Figurative Language phrase that supports the theme and its meaning):

Concluding Sentence:

Concluding Paragraph (2–4 sentences):

Summary Sentence(s):

Peer Reviewer _____ Essay Author _____

PEER REVIEW

Focus	Did your classmate answer the teaching task and stay on topic? Offer a compliment or a suggestion.
Reading/Research	Did your classmate use at least 3 pieces of evidence from the poem to support the theme? Offer a compliment or a suggestion.
Controlling Idea	Did your classmate use an effective thesis statement? Offer a compliment or a suggestion.
Development	Did your classmate use and explain metaphors from the poem to support the discussion of the theme? Did your classmate tell how the metaphors helped him/her better understand the theme? Offer a compliment or a suggestion.
Organization	Does the essay include an introduction, body paragraph(s), and conclusion that flow well? Offer a compliment or a suggestion.
Conventions	Did grammar or spelling errors distract you while reading the essay? Offer a compliment or a suggestion.