

Lesson Guidance 22	
Grade	9
Unit	2
Selected Text(s)	The Poet X (pages 302-330)
Duration	Approx 1 day

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will be able to analyze *The Poet X* using a feminist lens.

Students will be able to analyze how the cultures Mami and Xiomara belong to intersect and conflict in order to determine the impact that has on them as individuals.

CCSS Alignment

CCSS.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.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.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).

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

End of lesson task *Formative assessment*

At the end of the reading, Aman and Xiomara spend the rest of the night hanging out together and having a good time. As Xiomara falls asleep next to



	<p>Aman, she reflects on all of the “firsts” she has had throughout the day. Xiomara ends “The Next Move” by saying, “I know today I’ve made decisions I will never be unable to undo.” What decisions has Xiomara made that she cannot undo? Do you think she wants to undo these decisions? Why or why not? Use evidence from the text to support your claim.</p>
<p>Knowledge Check <i>What do students need to know in order to access the text?</i></p>	<p>Background knowledge</p> <ul style="list-style-type: none">• Prior knowledge of feminism and reading with a feminist lens <p>Key terms (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none">• Feminist Lens: type of literary theory that looks at how aspects of our culture are inherently patriarchal (male dominated) and aims to expose misogyny in writing about women, which can take explicit and implicit forms.• culture: the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.• characterization: the techniques an author uses to build understanding of a character <p>Vocabulary Words (<i>words found in the text</i>)</p> <ul style="list-style-type: none">• N/A

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity

Ask students to complete the following quick write: Think about expectations that are placed on you by family, friends, school, etc. Write about these expectations and how they make you feel.

ELD Tasks and Scaffolds

Content Knowledge:

Students will continue analyzing key passages of *The Poet X* using the feminist lens. Students will also continue analyzing how the cultures various characters belong to intersect and conflict and how this impacts them as individuals. Pre-teach or activate prior knowledge of the key terms before beginning the lesson.

Shared Reading:

Read “If Your Hand Causes You to Sin” (304-305) as a whole group.

Small Group Writing / Student Discourse:

In this poem Mami is reciting Bible verses as she reacts to what she reads in Xiomara’s diary. The Bible verse that she recites is from Mathew 5:30 which says, “And if your right hand causes you to sin, cut it off



and throw it away. For it is better that you lose one of your members than for your whole body to go into hell.”

- Why does Mami select this verse? How does it help us to understand her intentions behind burning Xiomara’s book?
- What is the significance of the bracelet falling in this poem? What is Acevedo able to illustrate through this use of symbolism?

ELD Tasks and Scaffolds

Shared Reading:

Read the poems “Verses” (306-307), and “Burn” (308) as a whole group.

Independent Writing

Ask students to independently respond to the following questions:

- In the poem “Verses,” Xiomara and her mother argue with one another through verses of poetry and Bible verses. In the poem “Burn,” Xiomara describes this battle by saying “We’re wild women, flinging verses at each other like grenades in a battlefield.” How are their words like grenades? Why do you think she chose this comparison?
- What similarities between Xiomara and Mami are illustrated in these poems? What differences are illustrated? What can we learn about them as characters by witnessing their interaction in these poems?
- In both of these poems we see a clash of two cultures: spoken word and religion. What similarities exist between these cultures? What differences exist? How do these differences cause friction?

ELD Tasks and Scaffolds

Shared Reading:

Read the poem “The Next Move” (328-330) as a whole group using a feminist lens. Push students to recognize what stands out to them when they read using a feminist lens.

ELD Tasks and Scaffolds

Student Discourse:

There are six questions listed below. Split students into six groups and assign each group a question to answer. Students must choose a representative to share their ideas with the whole group

After leaving home, Xiomara goes to meet with Aman and the two go back to his place. The two begin to kiss and get swept up in the moment. Before things can go too far, Xiomara stops Aman and the two get dressed. Xiomara then anticipates his next moves in “The Next Move” by saying “I wait for him to call me all the names I know girls get called in this moment... I wait for him to hand me my boots. To point me to the door. I know how this works. You put out or you get out” (328).

- Do you think Aman defies gender norms and expectations in this poem? Why or why not?
- Why do you think Xiomara feels like Aman would ask her to leave because she didn’t want to have sex with him? What historically has led to the view that men are entitled to sexual intimacy? Provide evidence to support your claim. How is this precedent harmful to all parties?



- Why is it unhealthy for women to have the assumption that a man will be upset if a woman does not want to have sex with him? What impact might this assumption have on her?
- Is there a belief that because a person has consented to other forms of intimacy, they are consenting to having sex? If so, how might this belief be harmful?
- How is it harmful when people feel pressured into having sex against their desire to do so?
- We see in the remainder of the poem that Aman respects Xiomara's wishes and the two have a good time hanging out. What lessons does Acevedo teach the reader in this poem?

[ELD Tasks and Scaffolds](#)

Formative Assessment:

At the end of the reading, Aman and Xiomara spend the rest of the night hanging out together and having a good time. As Xiomara falls asleep next to Aman, she reflects on all of the "firsts" she has had throughout the day. Xiomara ends "The Next Move" by saying, "I know today I've made decisions I will never be unable to undo." What decisions has Xiomara made that she cannot undo? Do you think she wants to undo these decisions? Why or why not? Use evidence from the text to support your claim.

[ELD Tasks and Scaffolds](#)

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence N/A
Writing	Pattan Writing Scope and Sequence Quality of Writing I. Focus E. Develop focus/controlling point F. Incorporate details relevant to the topic

Additional Supports

ELD Practices	Practices to promote Tier 1 access
ELD ELA Tasks and Scaffolding Directions	ELD Tasks and Scaffolds
SpEd Practice	Practices to promote Tier 1 access



MTSS Practices

Practices to promote Tier 1 access

Enrichment Practices

Practices to promote Tier 1 access