

Afrolatino Poetry + Sound Devices Lesson Pack ([#3 with unit option](#))

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Lesson #:	Lesson #3: Sound devices
Class/Subject/Content:	High School (9th Grade) Beginning of the Year Unit (English Language Arts)
English Language Arts Standards: (Based on New York State)	<i>Standard 5:</i> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Multilingual Learner Standards:	<i>NYSESLAT Target of Measurement: Listening .9–12.1:</i> Students can identify words, phrases, or sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse. <i>NYSESLAT Target of Measurement: Reading .9–12.1:</i> Students can identify words, phrases, or sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.
Topic/Unit:	Identity #1: How does race impact Identity?
Objective:	Students will be able to identify sound devices in a poem, and start brainstorming for their writing task.
Do Now:	Students will answer this question in their notes: What are sound devices in poetry? Think about: Rhyme, rhyme scheme, slant rhyme, rhythm, meter, alliteration, consonance, assonance, onomatopoeia, or repetition.
I do:	<p>Mini Lesson #3: Identifying the sound devices poetry mini lesson. Mini lesson includes sound devices: assonance, onomatopoeia, repetition, consonance, alliteration, rhyme and rhyme scene. Slideshow.</p> <p>Sound Devices Video</p> <p>Introducing the feature poet, and exploring sound devices: Elizabeth Acevedo Biography, and her poem “Hair” in both English, and Spanish as a segway for Lesson #4 about Macaronic Language.</p> <p>“Hair” by Elizabeth Acevedo (English) “Hair” by Elizabeth Acevedo (Spanish)</p>

We do:	Turn & Talk: What sound devices are used in this part of the poem?
Collaboration:	Suggested: Students can talk to a partner or a group about themselves and trying to describe themselves. The partner and group can take notes on which sections they touch upon when they speak upon themselves. Students can use the Poem Task Partner/ Group Elevator Speech Graphic Organizer to take notes for others while they are talking.
You do:	<p>Independent Work: Students will brainstorm for the task, and fill out the graphic organizer.</p> <p>Writing task: How has race impacted your identity? After reading several pieces from Afro-Latinx poets and how certain aspects of their life such as: hair, skin tone, language, food, and upbringing has shaped their lives, think about how your race has impacted who you are. Think about what you value, and who you are as a student, as a daughter/son, as a person in your neighborhood. What experiences in your life have affected your identity? Write a poem answering the question: How has your race impacted your identity?</p>
Differentiation:	<p>Visual: Mini Lesson Video.</p> <p>Verbal/Auditory: Audio version of the Poems.</p> <p>Organizational: Mini Lesson about sound devices.</p> <p>Metacognitive: Collaboration, and Individual work: Discussing and analyzing lines of the poem “AfroLatina” by Melania Lyisa Marte.</p> <p>Kinesthetic: N/A</p>
Assessment:	Exit Ticket: What aspects of your life did you choose to write in your writing piece?
Ideal Questions:	<ul style="list-style-type: none"> • What are sound devices? • What is assonance? • What is onomatopoeia? • What is repetition? • What is consonance? • What is alliteration? • What is a rhyme and a rhyme scheme?
Anticipated misunderstandings /misconceptions:	<ul style="list-style-type: none"> • Sound devices can be confused with each other, and examples and analyzing the poem for examples of sound devices.
Homework:	Complete your Poetry Task Graphic Organizer . Lesson #4 segways into starting to write the writing piece, and completing the task.
Resources/	Poetry Task Graphic Organizer

Materials:	<u>Poem Task Partner Elevator Speech Graphic Organizer</u> <u>Sound Devices Video</u> <u>“Hair” by Elizabeth Acevedo Video</u> <u>Text</u> <u>Mini Lesson Slideshow</u>
Reflection/Notes:	