



WEEK 15

9th Grade Literature

AS YOU COME IN...

Complete the following in your
“Day 1 Do Now” box:

- Write a short poem about your favorite food or restaurant.
- Your poem must be at least five lines long.
- Be creative!



ANNOUNCEMENTS

- Turn in your do now sheets from before break.
- Turn in your reading logs if you were not here the Friday before break.
- TKAM Unit Test THIS WEDNESDAY. We will review together tomorrow.
- Final literary analysis THIS THURSDAY...it will be TIMED.

INDEPENDENT READING

- 15 minutes
- DEAD QUIET...NO CELL PHONES!
- Reading Log:
 - Date
 - Page numbers
 - 1-sentence summary



QHT: NEW VOCABULARY

Questioning: I have never heard this word before, and I do not know what it means.

Heard it: I have heard this word before, and I somewhat know what it means.

Teach it: I know this word so well that I could teach it.

FINISHING THE FILM

Focus on:

- What does the last scene of the film symbolize?
- How does this show Scout's growth/maturity/"coming of age"?

TKAM THUG NOTES RECAP

<https://www.youtube.com/watch?v=Intl62LWSJA>

TKAM FILM GRADED DISCUSSION

1. Describe how both Jem and Scout showed maturity in the angry mob scene at the courthouse.
2. Describe Bob Ewell's character.
3. Describe the differences between the testimonies given by Tom Robinson and Mayella Ewell.
4. How do you feel about the verdict. Why did the author choose to make this the outcome?
5. Describe the last scene. What does this symbolize for Scout to sit on the Radley porch?

TO COMPLETE

- Finish the rest of your character descriptions in your packet.
- Finish the rest of your theme examples in your packet (at least two examples per theme).
- Keep this packet...do not turn it in yet. You will turn it in after your test on WEDNESDAY.

AS YOU COME IN...

Answer the following in three complete sentences in your “Day 2 Do Now” box:

1. Think about what you already know about poetry. HINT: ***Rap/any other form of music is technically poetry.***

QUESTION: What makes poetry different from other forms of writing/literature? Explain.

INDEPENDENT READING

15 minutes

DEAD QUIET!...Phones
Away!

Reading Log:

- Date
- Page Numbers
- 1-sentence summary



VOCABULARY PRACTICE

- *You already know what time it is... 😊*
- **In your “Day 2 Vocabulary Practice” Box:**
 1. Write down each of your new vocabulary terms.
 2. Write a synonym for each term.
 3. NO GOOGLE! Use your brain.

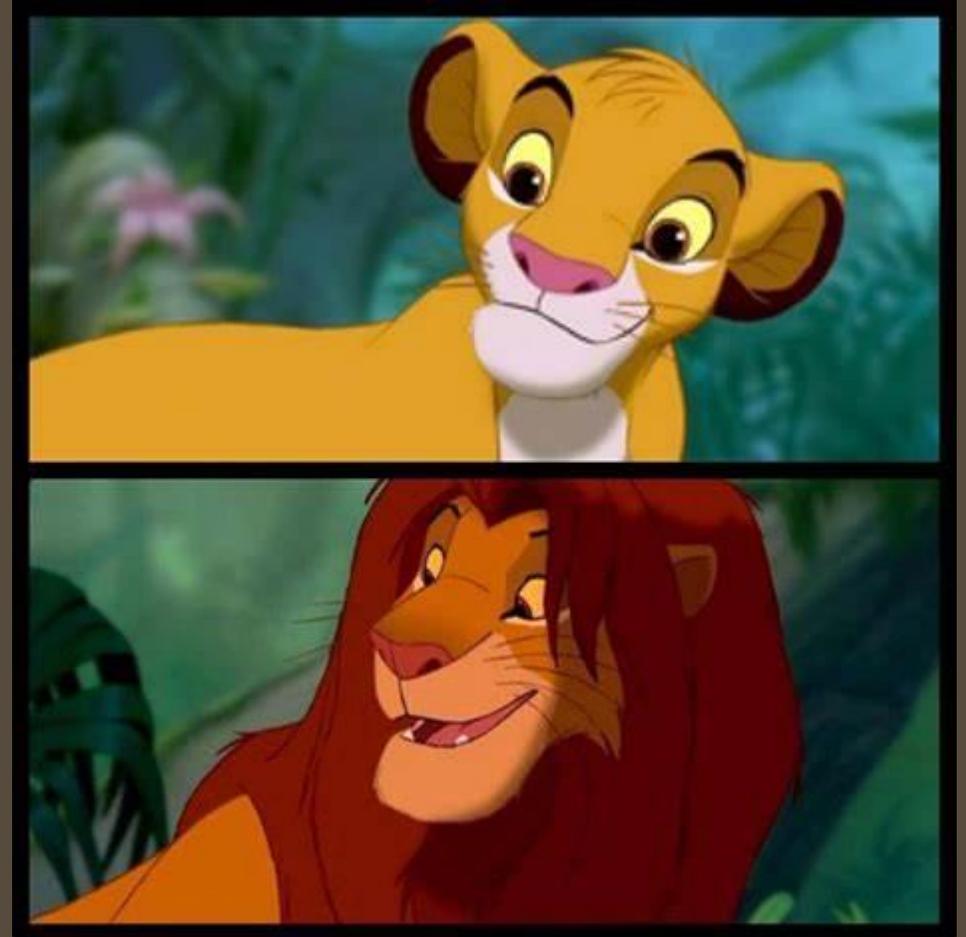
FLAT/STATIC CHARACTER

- Minor characters that play a **SUPPORTING** role in the story.
- These characters **DO NOT** change significantly throughout the story.
- Purpose: to move the plot along.
- Example: Timon and Pumbaa in the Lion King.



DYNAMIC/ROUND CHARACTER

- A MAJOR character in a story
- These characters encounter the conflict and SIGNIFICANTLY CHANGE throughout the story.
- Purpose: to teach us (the readers/audience) a lesson
- EXAMPLE: Simba in “The Lion King”



GROUP TASK

In your group:

1. Write “Round/Dynamic” on one side of your desk, and “Flat/Static” on the other side of your desk with your dry-erase marker.
2. Categorize each of the TKAM characters into either category. Who is round/dynamic, and who is flat/static?
3. This is a grade! You must cooperate with your group.

KAHOOT REVIEW

- Review for TKAM test tomorrow.
- 1st place gets 3 points extra credit
- Top 3 gets candy
- No more than three people on a team

THEME & CHARACTERIZATION PACKET

We will complete each of the remaining theme boxes together

Then, you need to finish the remaining characters **ON YOUR OWN** or **WITH A PARTNER**.

You will be able to use both papers on your test. You will turn them in **AFTER** your test **TOMORROW**.

AS YOU COME IN...

Answer the following in three complete sentences in your “Day 3 Do Now” box:

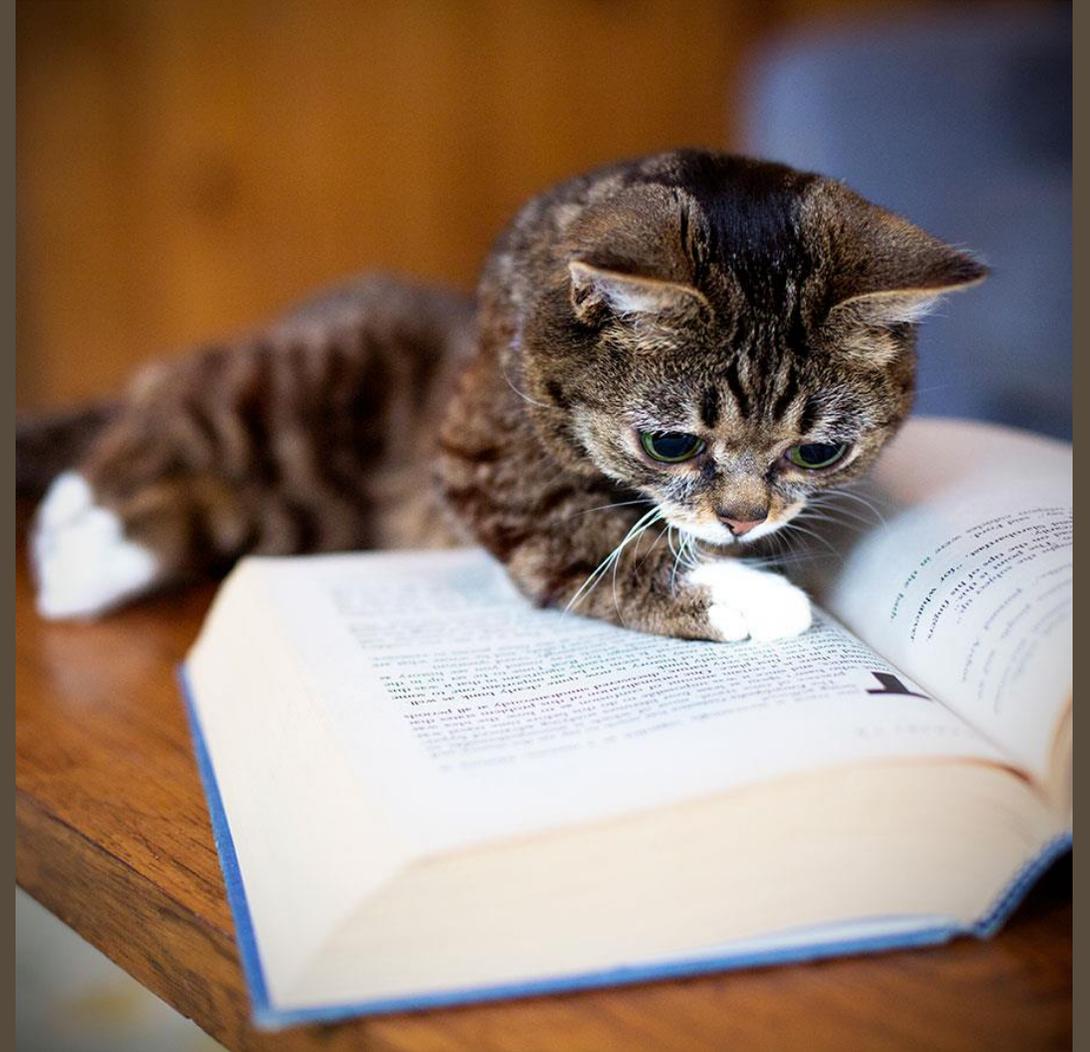
1. Free write day! Write three-five sentences about whatever is on your mind. *Don't think about what you're writing, write about what you're thinking.*

IDEAS: *What are you excited about? How are you feeling? What are you worried about? What is bothering you? What are you grateful for? What would you rather be doing than being at school?*

****NOTE: Any discussion of self-harm or harming others will be immediately reported to counseling.**

INDEPENDENT READING

- 15 minutes
- DEAD QUIET...PHONES AWAY!
- Reading Log:
 - Date
 - Page numbers
 - 1-sentence summary



VOCABULARY PRACTICE

Complete the following in your “Day 3 Vocabulary Practice” box:

1. Write each of your new vocabulary terms.
2. Write an ANTONYM for each term.
3. YOU MAY USE GOOGLE FOR THIS!

TKAM TEST

- Only write on your answer sheet...MAKE SURE YOUR NAME IS ON IT!
- Turn in your answer sheet when you are finished. Sit the test in front of the bin.
- You may use your characterization/themes packet as you go.
- **WHEN YOU FINISH:**
 1. Complete your characterization/theme packet independently.
 2. Turn this in.
 3. YOU MUST STAY SILENT!

AS YOU COME IN...

1. Grab a TKAM book from the bin.
2. Take out your do now sheet.
3. Write “No do now today” in your “Day 4 Do Now” box. 😊



TKAM FINAL LITERARY ANALYSIS

- *We will find quotes to help you answer your prompt together as we read the angry lynch mob scene. This is where Jem and Scout stand up to the lynch mob.*
- PROMPT: How does Harper Lee use **conflict** and **characterization** to display the “coming of age” theme in *To Kill A Mockingbird*?
- Task:
 1. Find one quote that summarizes a conflict which depicts the coming of age theme.
 2. Find two quotes that show the characterization of Jem/Scout coming of age.
 3. Explain how each quote answers the prompt in your own words.

TKAM FINAL LITERARY ANALYSIS

- We will ONLY complete the graphic organizer today together.
- Tomorrow, you will write the extended 8-10 sentence paragraph on your own. You will be timed to complete your essay in 60 minutes.
- Whatever you do not finish on this graphic organizer today will

FINAL LITERARY ANALYSIS: TIMED

- You must now complete the rest of your graphic organizer and write your essay in 45 minutes.
- You will be timed.
- You must be finished when time is called. You will turn in what you have!

VOCABULARY PRACTICE

Complete the following in your “Day 4 Vocabulary Practice” box:

1. Use each of your vocabulary words in a sentence.
2. This sentence must come from YOUR BRAIN!
3. Underline/highlight/circle the words as you use them.

AS YOU COME IN...

Answer the following in THREE COMPLETE SENTENCES in the “Day 4 Do Now” box:

1. A metaphor is a form of figurative language where two objects, places, or ideas are compared without using the words “like” or “as”. **Create a metaphor about your favorite place in the world** (this can be a room, house, building, city, state, landmark, etc.).

Metaphor

- * Definition: A figure of speech stating that two things are similar.
- * Examples:
 - * The book was a passport to adventure.
 - * You are what you eat.
 - * Her hair was silk.

Time, you thief

**Life
is a
Journey**

**LOVE
IS
A
JEWEL**

METAPHOR

**MORE
IS
UP**

**All the world's
a stage**

LESS IS MORE

INDEPENDENT READING

- If you did not finish your test you will complete it at this time.
- If you did not finish your TKAM characterization and theme packet you will finish it at this time. Whatever you do not finish will be homework. This is DUE TOMORROW!
- **15 minutes...DEAD QUIET...PHONES AWAY!**
- Reading Log:
 - Date
 - Page numbers
 - 1-sentence summary

POETRY STYLE

- Written in stanzas and lines instead of paragraphs and sentences.
- Has rhyme and rhythm (most of the time)
- Always has a deeper meaning (topic v. theme)
- Figurative language used (similes, metaphors, symbolism, personification)

This is my confession.
As dark as I am,
I will always
find enough light
to adore you to pieces,
with all of my pieces.

-Johnny Nguyen

Lines and Stanzas

- Most poems are written in lines.
- A group of lines in a poem is called a stanza.
- Stanzas separate ideas in a poem. They act like paragraphs.
- This poem has two stanzas.

March

A blue day

A blue jay

And a good beginning.

One crow,

Melting snow –

Spring's winning!

By Eleanor Farjeon

RHYME SCHEME

The pattern in
which a poem
rhymes

Uses A, B, C, etc.
format

rhyme scheme example

Try to identify the rhyme scheme of this nursery rhyme:

Little Miss Muffet **A**
Sat on a tuffet, **A**
Eating her curds and whey; **B**
Along came a spider, **C**
Who sat down beside her **C**
And frightened Miss Muffet away. **B**

RHYME SCHEME IN HIP HOP

<https://www.youtube.com/watch?v=k2ah9CtlaEs&list=PLlcS-v5MGVIAvHhrLksZ4W7I0GUqJ60oN&t=0s&index=23>

<https://www.youtube.com/watch?v=39erokpCa0&index=23&list=PLlcS-v5MGVIAvHhrLksZ4W7I0GUqJ60oN>

PRACTICING RHYME SCHEME

- Analyze Juice Wrld's "Lucid Dreams" song for its rhyme scheme.
- First, identify the line and stanza.
- Then, write the letters for each rhyme next to each line.
- Once a different rhyme starts, a new letter should be used.

rhyme scheme example

Try to identify the rhyme scheme of this nursery rhyme:

Little Miss Muffet **A**
Sat on a tuffet, **A**
Eating her curds and whey; **B**
Along came a spider, **C**
Who sat down beside her **C**
And frightened Miss Muffet away. **B**



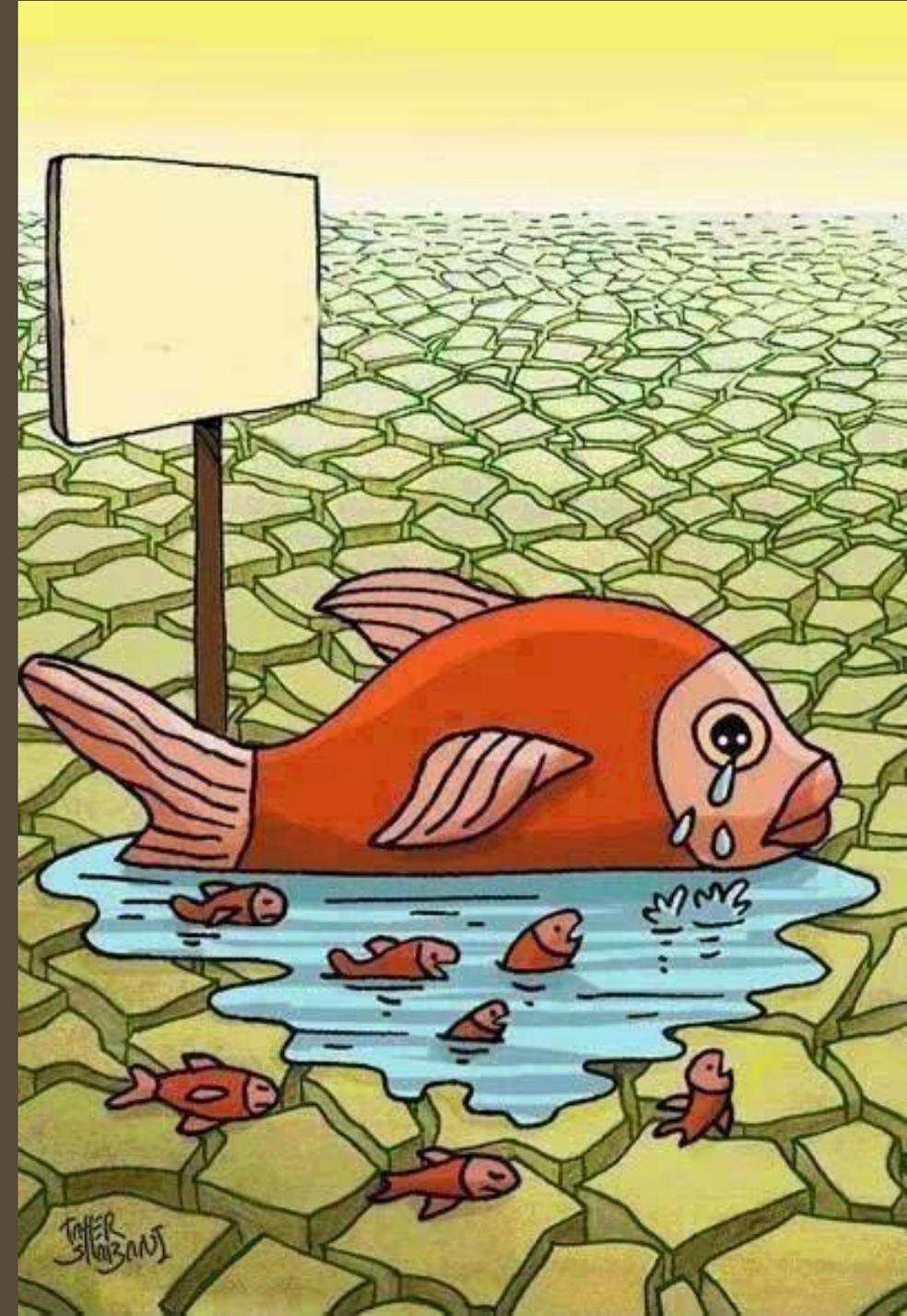
POETRY'S DEEPER MEANING

Topic vs. Theme

Topic = what the poem is LITERALLY about.

Theme = the deeper meaning of the poem

- Life lesson
- Teaches us about human nature
- Symbolic



What's the poet's Point of View on this?

a teacher writes.com

Topic Meaning Theme

obvious
literal, surface
meaning

hidden, deeper
metaphorical
meaning



How and where
is it hidden?

FREE VERSE POETRY

- Free verse = poetry that has no particular rhyme scheme
- Still written in lines and stanzas
 - EX) Video:
<https://www.youtube.com/watch?v=1aqrTZhntW4&list=PLlcS-v5MGVIAvHhrLks4W7I0GUqJ60oN&index=2&t=0s>
- Form = the structure or organization of a poem
 - EX) free verse is a **form** of poetry

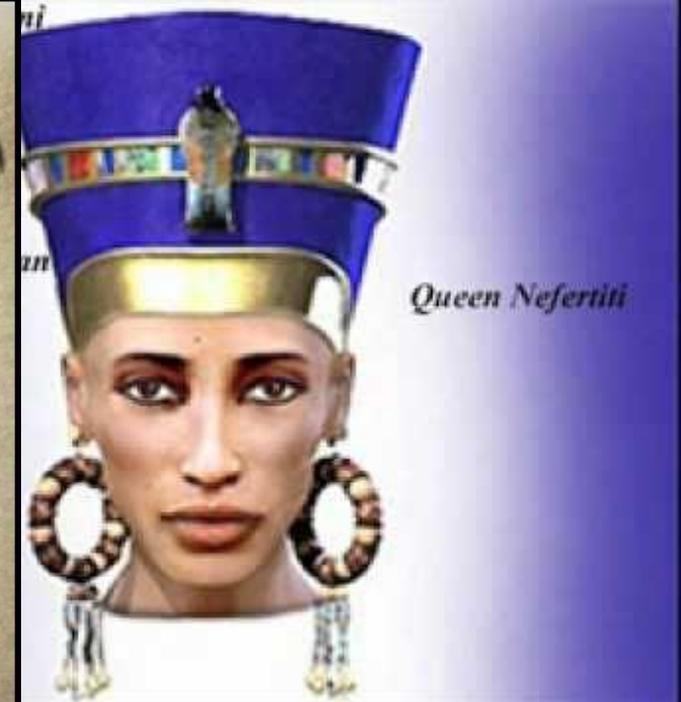
Free Verse

Poetry that does not follow rules of meter or rhyme and often follows spoken word patterns



“EGO TRIPPIN”

- Free verse poem by Nikki Giovanni
- Focus: topic v. theme (what is the deeper, symbolic meaning?)
- Create the following key anywhere that has blank space on p. 314:
 - Hyperbole
 - Allusion



FIGURATIVE LANGUAGE IN “EGO TRIPPIN”

- **Hyperbole: an exaggeration for dramatic effect**
 - EX) *I'm so hungry I could eat a cow! (This person does not actually want to eat a cow, but they are emphasizing that they are very hungry).*
- **Allusion: a reference to another popular piece of literature or cultural/historical reference within a text**
 - EX) *She must have cried for 40 days and 40 nights. (Reference to the story of Noah's Arc, where it rained for 40 days and 40 nights.)*



METAPHOR

- Comparing two things without using the words “like” or “as”.
- Always has a deeper meaning.
- EX) I am a bird. I can just fly away from all of the problems of today.

SIMILES	METAPHORS
• Her heart is like gold.	• Her heart is gold.
• The world is like a stage.	• The world is a stage.
• He eats like a pig.	• He is a pig.
• You are like a rock.	• You are a rock.
• Your eyes are like sunshine.	• You are my sunshine.
• Poor as dirt.	• Sea of sand.

EXTENDED METAPHOR

- A metaphor that extends over multiple lines of a poem.

EXTENDED METAPHOR



□ A metaphor that goes several lines or possible the entire length of a work.

□ Ex: “Fog” compares fog hanging over a city to a cat observing a city.

“Fog”
by Carl Sandburg

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

REVIEW: PERSONIFICATION

- **Giving human qualities to something that is not human.**
- EX) *The arms of the tree reached out and hugged me.*
- EX) *Mother Earth is a beautiful goddess. She nurtures us all.*



AGENDA

1. “Fastbreak” poem analysis (WE DO)
2. “Mother To Son” Poem (WE DO/YOU DO)
3. “IDENTITY” (YOU DO)
 - Look at your list of poetry terms
 - See what figurative language you can identify in this poem.
 - Annotate this poem based off of your figurative language

“POETRY” POEM ANALYSIS

Annotation Key: (Place this in the “My Notes” section on page 288)

- Anaphora
- Personification

*Pay particular attention to images Neruda uses to describe how “poetry arrived in search of me”.

“POETRY” BY PABLO NERUDA

1. Answer questions #3-5 on pages 289-290
2. Create your own poem about poetry, using the template given on p. 290.
 - Use imagery and repetition in your poem
 - When you finish: Rip out p. 289-290. Put your name on the front, and turn it in.

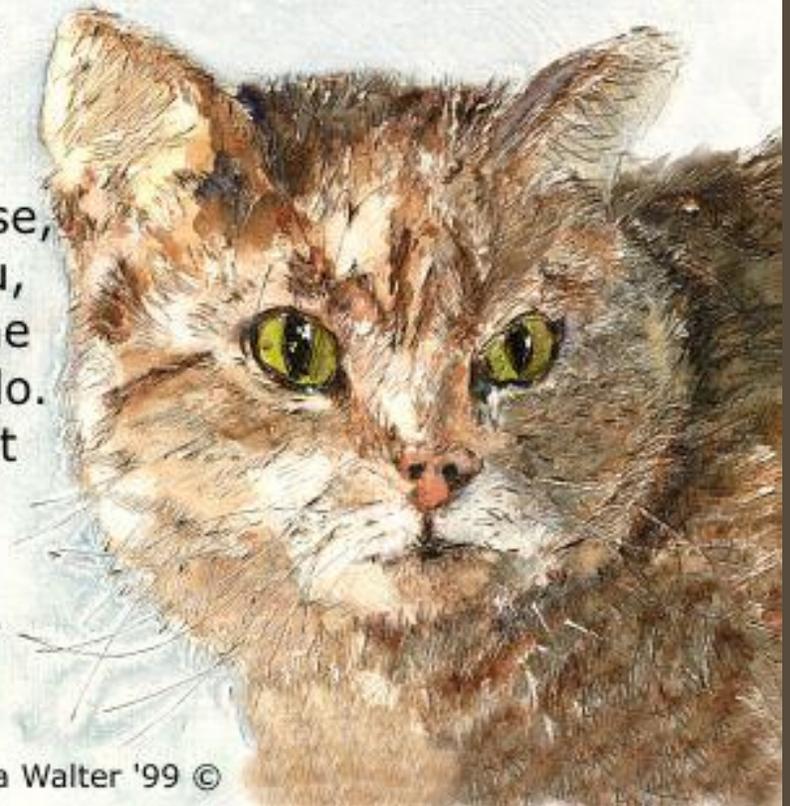
AS YOU COME IN...

Answer the following in three complete sentences:

1. What makes poetry different than other forms of writing?
2. How are music and poetry similar?

What's for dinner?
Let me outside.
Get out of my chair!
Such demands from
an impolite cat.
She often forgets please,
may I, and Thank You,
but purrs a happy tune
for all the things you do.
She'll lay on your feet
snuggle in your lap
keep you company
on long, dark nights.
A friend indeed
that impolite cat.

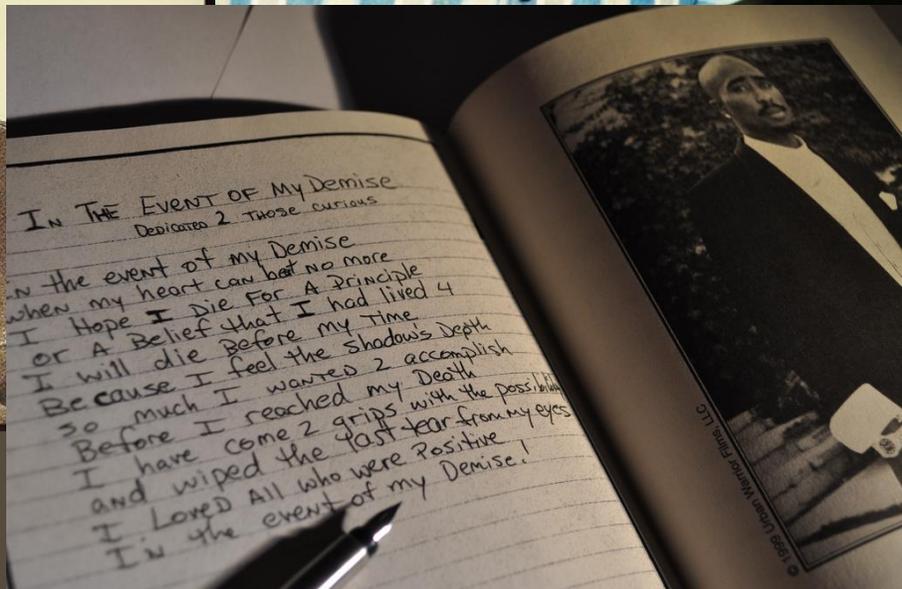
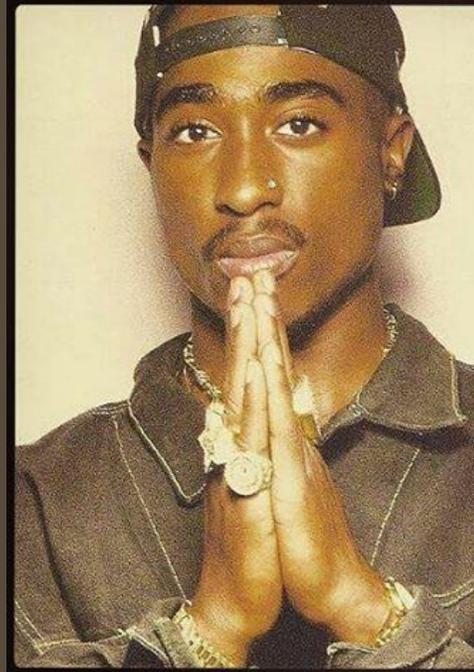
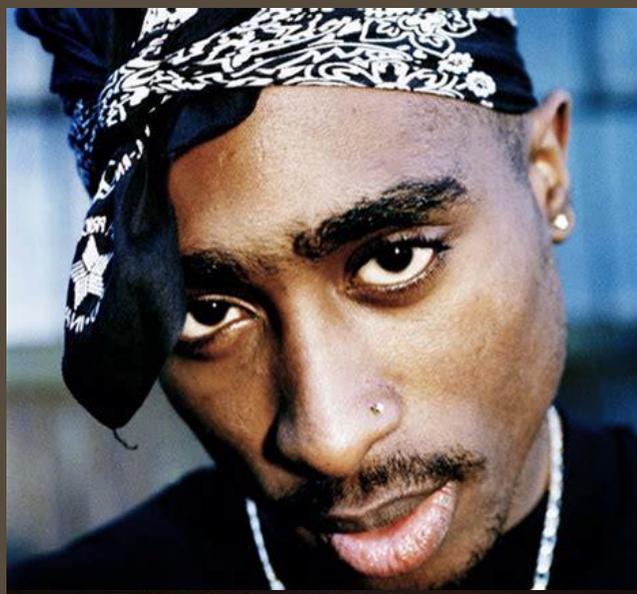
An Impolite Cat



Original Poetry & Art by Patricia Walter '99 ©

TUPAC SHAKUR

- Grew up in a rough neighborhoods in South Central, LA and Harlem, NY
- Wrote controversial poetry/rap music about the realities of living in “ghetto” conditions and the racial divide in America.
- Use poetry and music as an outlet to release anger and sadness.



“THE ROSE THAT GREW FROM CONCRETE”

Annotation Key:

- Imagery
- **Symbolism**
- **Personification**

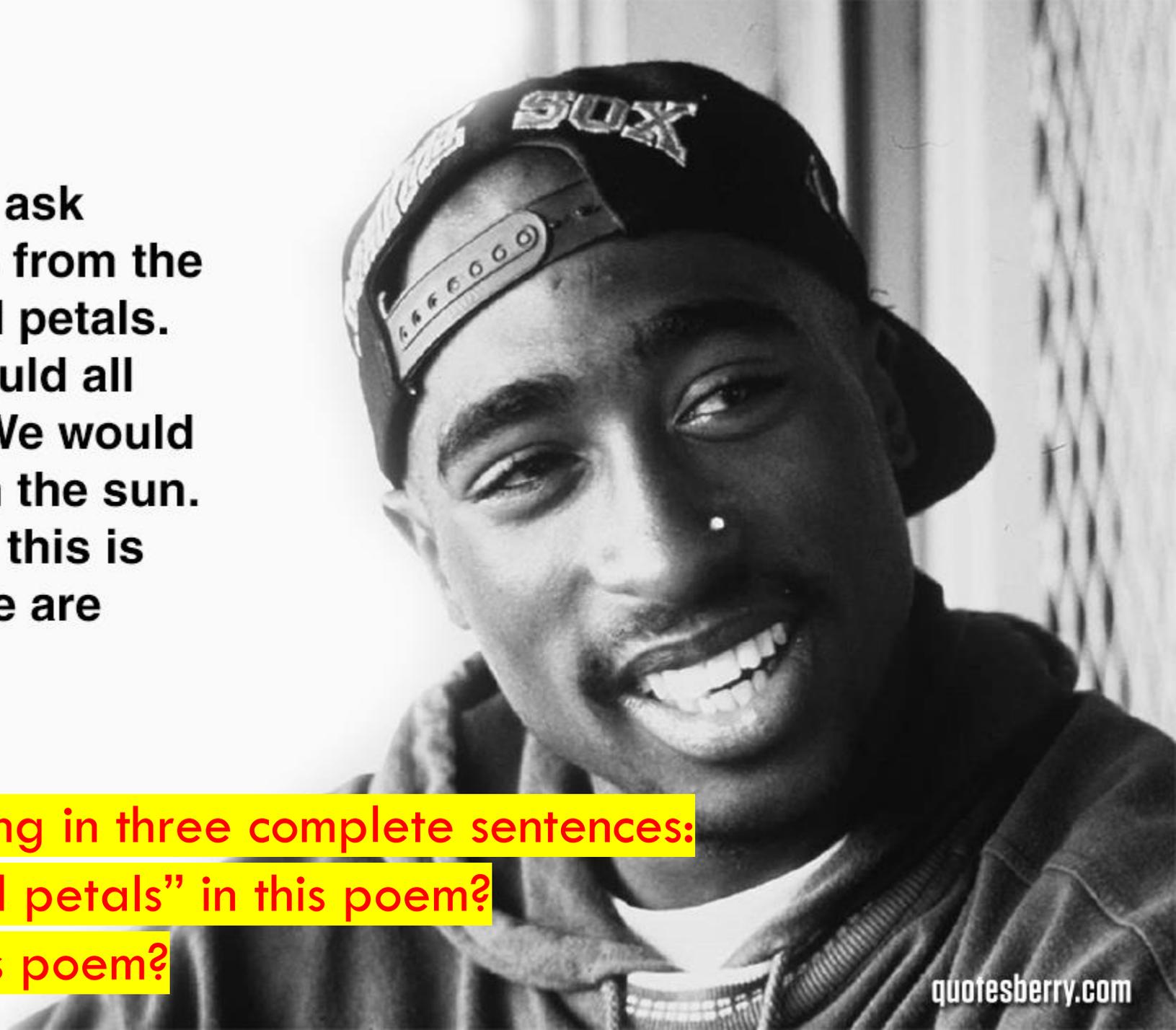


“You see you wouldn't ask why the rose that grew from the concrete had damaged petals. On the contrary we would all celebrate its tenacity. We would all love its will to reach the sun. Well; we are the roses, this is the concrete, and these are my damaged petals.”

Tupac Shakur

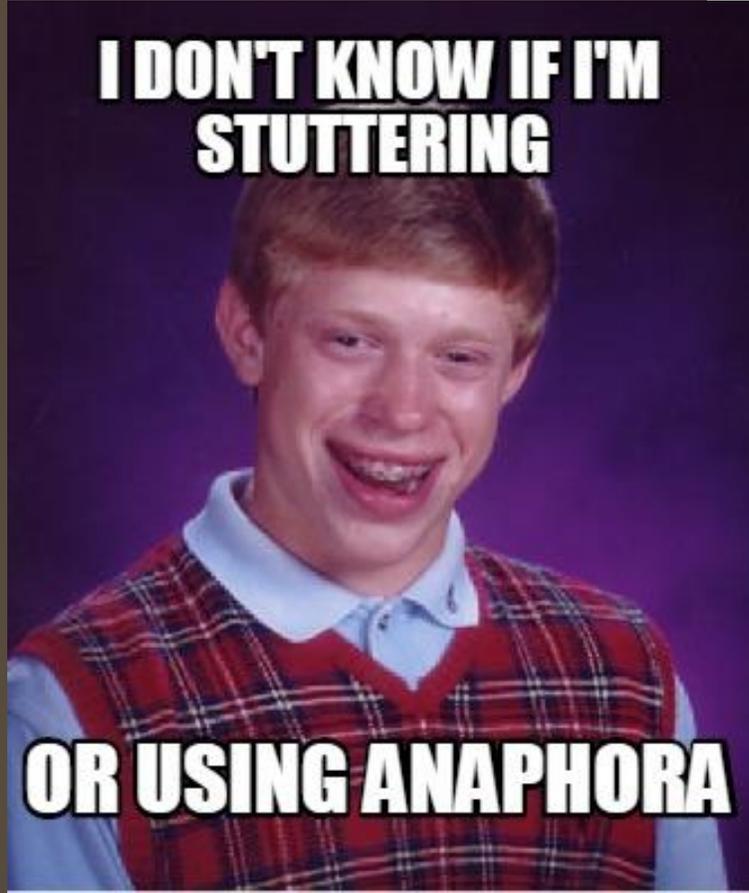
Answer each of the following in three complete sentences:

- 1. What are the “damaged petals” in this poem?**
- 2. What is the theme of this poem?**



ANAPHORA

- A type of repetition
- The same word or group of words is repeated at the beginning of two or more lines



ANAPHORA

I have a dream today.
I have a dream that one day down in Alabama...
I have a dream today.
I have a dream that one day every valley...



REPEATING OF A WORD OR PHRASE AT THE BEGINNING OF A LINE OR SENTENCE.