



## 2021 REFLECTION

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### MY STUDENTS AT A GLANCE

#### Class Description

- ENGLISH IV (Senior level)
- All L-Level
- Majority age: 17-18 years old
- 67% Economically Disadvantaged
- 15 Limited Proficiency English (LEP)
- 16 Special Education students

#### Demographics

- 56.7% Hispanic
- 24.0% African-American
- 7.1% Asian
- 2.0% Two or More Races
- 0.8% American Indian/Alaska Native
- 0.2% Native Hawaiian/Pacific Islander

#### Languages

- 15 Limited Proficiency English (LEP)
- 13 Spanish speakers
- 1 Yoruba speaker
- 1 French speaker

### MY CLASS

For the purposes of this reflection, I will choose my 4th Period class to discuss in detail. This class contains 6 LEP Students, 5 of whom speak Spanish and 1 who speaks Yoruba and 2 students who are classified as special education.

#### Strengths

Sense of family and culture is very strong among my Hispanic students. They are all open and eager to discuss cultural similarities and differences and are interested in talking about their own cultures. Additionally, I would say that a personal strength of my students is that they have learned resilience from the last year and a half of hybrid, or completely virtual, schooling due to the COVID-19 situation.

## PART 2: SAMPLE LESSON PLAN

### STATE ADOPTED STANDARDS FOR ENGLISH IV

**TEKS 8D:** *Critique and evaluate how the author's use of language informs and shapes the perceptions of readers*

**TEKS 4E:** *Make connections to personal experiences, ideas in other texts, and society*

### LEARNING THEORY

#### Bloom's Taxonomy

The top 3 categories of Bloom's Taxonomy (drawing connections among ideas, justifying a stand or decision, and producing original work) were considered when designing the lessons and objectives.

### LESSON OBJECTIVES ASSOCIATED WITH THE STANDARD

**Day 1 Objective:** Identify how diction and tone shape the audience's perception.

**Day 2 Objective:** Explore the ways that diction and tone can shape the audience's perception.

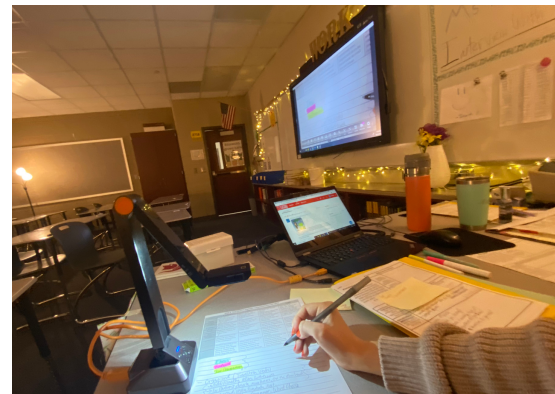
**Day 3 Objective:** Analyze how diction and tone shape the audience's perception.

**Day 4 Objective:** Present an analysis of how diction and tone shape the audience's perception in paragraph form.

### INSTRUCTIONAL STRATEGIES & LEARNING TASKS:

Instructional strategies included integrating technology in the classroom, implementing a poll/quiz question at the beginning and end of class (entry/exit tickets) via the Nearpod app, and modeling examples via Hovercam prior to beginning independent work.

Learning tasks included building upon the same skills with increasing difficulty each day to master the skill. For example, on Day 1 students identified the difference between 2 paintings with similar topics but very different tones, and they identified how the differences shaped their perception of the paintings. For Day 2, students examined song lyrics on the same topic and again identified differences in the songs and noticed how specific diction in the songs impacted their perception of the topic. On Day 3, students analyzed and compared/contrasted 2 historical speeches and again identified how the diction and tone could shape the audience's perception.

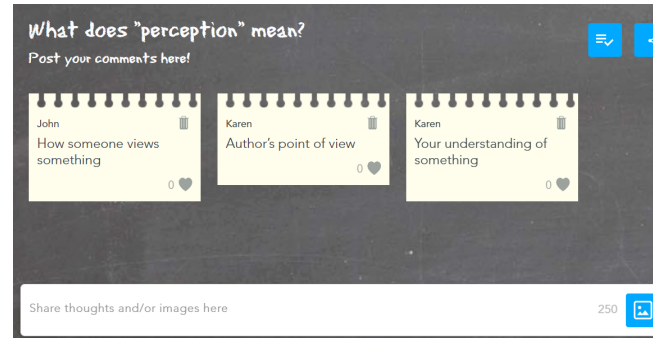


*Modeling via Hovercam and Prometheum*

## PART 2: SAMPLE LESSON PLAN (CONT.)

### INSTRUCTIONAL RESOURCES, MATERIALS & TECHNOLOGY:

Students received copies of the worksheet in class. For Day 1, they received pictures of the paintings to analyze. To increase engagement, I utilized an interactive presentation program called Nearpod, where students could opt to log in on their phones and laptops and share their answers for the assignments via their devices through a variety of assignments including a virtual "sticky note board," quizzes, and polls. Their answers would pop up on the smartboard for everyone to see and interact with.



Nearpod's "Collaborate Board" feature

### ASSESSMENT PLAN FOR THE LESSON (FORMATIVE AND SUMMATIVE):

- The worksheet for Day 2 (*Exploring Diction & Tone Using Song Lyrics*) was taken as a Daily Grade (also known as a Checking for Understanding grade). While assessing this assignment, I realized students were struggling with grasping and identifying tone, so I took some time before the next assignment on the next day to provide more examples and strategies for correctly identifying tone.
- The worksheet for Day 3 (*Analyzing Diction & Tone Using Speeches*) was taken as a Relevant Application grade.
- The in-class writing assignment for Day 4 was taken as a Summative Assessment grade. Students were assessed on a 4 point grading scale of 1 - 4 on Diction, Tone, and Connection (the rubric has been included in this reflection).

### ACADEMIC LANGUAGE

Key vocabulary that students need to understand the lesson

- Diction
- Tone
- Perception

I assessed students' understanding of these concepts by determining if they were correctly answering the questions relating to these topics. Also, I had quick warm-up "quizzes" where I asked them to quickly explain these terms the day after we went over them.

### STUDENTS WERE REQUIRED TO...

- **Spot** differences
- **Interpret** meanings
- **Identify** concepts
- **Analyze & Present** ideas in a paragraph format

\*\*Note - I did not create the following worksheets. They were primarily created by my team leader with input from the entire English IV team.

# Author's Craft

How to identify it

Name \_\_\_\_\_ Period \_\_\_\_\_

DAY 1 Objective: We will identify how **DICTION** and **TONE** shapes the audience's perception.

**TASK 1:** Spot differences in the 2 paintings. Record your answers in the chart.

## Painting 1

## Painting 2

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**TASK 2:** Use your observations from the chart to answer the following ...

What is your interpretation of painting #1?

What is your interpretation of painting #2?

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Artists use techniques to change the audience's perception similar to how writers use words to sway a reader's perception.  
**DICTION** = the choice of words/phrases in speech or writing.  
**TONE** = the character or attitude of a place, writing, or situation

**TASK 3:** Choose **ONE** painting. Determine the **TOP 3 DICTION** that were most impactful in shaping your interpretation. Find a **TONE** word for the painting.

DICTION			TONE
1	2	3	_____

# Author's Craft

Looking at language

Name \_\_\_\_\_ Period \_\_\_\_\_

DAY 2 Objective: We will explore how **DICTION** and **TONE** shapes the audience's perception.

**TASK 1:** Highlight words/phrases that describe the concept of love/relationships.

## Song 1

### **I Love the Way You Love Me**

By: John Michael Montgomery

I like the feel of your name on my lips  
and I like the sound of your sweet gentle kiss.  
The way that your fingers run through my hair,  
and how your scent lingers even when you're not there.  
And I like the way your eyes dance when you laugh,  
and how you enjoy your two hour bath.  
And how you convinced me to dance in the rain  
with everyone watching like we were insane.  
But I love the way you love me.  
Strong and wild, slow and easy.  
Heart and soul, so completely.  
I love the way you love me.  
I like to imitate ol' Jerry Lee  
an' watch you roll your eyes when I'm slightly off-key.  
And I like the innocent way that you cry  
at sappy old movies you've seen hundreds of times  
But I love the way you love me.  
Strong and wild, slow and easy.  
Heart and soul, so completely.  
I love the way you love me.  
And I could list a million things I love to like about you,  
but they all come down to one reason I could never live without you.  
But I love the way you love me.  
Strong and wild, slow and easy.  
Heart and soul, so completely.  
I love the way you love me.

## Song 2

### **Irresistible**

By: Fall Out Boy

Count me in unannounced, drag my nails on the tile  
I just follow your scent  
You can't just follow my smile  
All of your flaws are aligned with this mood of mine  
Cutting me to the bone  
Nothing left to leave behind  
You ought to keep me concealed just like I was a weapon  
I didn't come for a fight but I will fight till the end  
This might be your battle, might not turn out okay  
You know you look so Seattle, but you feel so LA  
  
I'm gonna get you to burst just like you were a bubble  
Frame me up on your walls, to keep me out of trouble  
Like a moth getting trapped in the light by fixation  
Truly free, love it baby, I'm talking no inflation  
Too many war wounds and not enough wars  
Too few rounds in the ring and not enough settled scores  
Too many sharks and not enough blood in the waves  
You know I give my lover a four letter name  
  
And I love the way you hurt me  
It's irresistible, oh oh oh oh oh oh yeah  
I love the way  
I love the way  
I love the way you hurt me baby

TASK 2 : Use the highlighted words/phrases to answer the following ...

How does the author's diction in song #1 shape your perception of love/relationships?

How does the author's diction in song #2 shape your perception of love/relationships?

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TASK 3 : Choose ONE of the songs from today. Determine the overall TONE of the song. Write a short connections response (personal/ world/ text to text).




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# Author's Craft

Analyzing language

Name \_\_\_\_\_ Period \_\_\_\_\_

DAY 3 Objective: We will analyze how **DICTION** and **TONE** shapes the audience's perception.

**TASK 1:** Highlight words/phrases that describe the concept of voting rights.

## Speech 1: Martin Luther King

Mr. Chairman, distinguished platform associates, fellow Americans. Three years ago the Supreme Court of this nation rendered in simple, eloquent, and unequivocal language a decision which will long be stenciled on the mental sheets of succeeding generations. For all men of goodwill, this May seventeenth decision came as a joyous daybreak to end the long night of human captivity...

Unfortunately, this noble and sublime decision has not gone without opposition. This opposition has often risen to ominous proportions. Many states have risen up in open defiance. The legislative halls of the South ring loud with such words as "interposition" and "nullification."

But even more, all types of conniving methods are still being used to prevent Negroes from becoming registered voters. The denial of this sacred right is a tragic betrayal of the highest mandates of our democratic tradition. And so our most urgent request to the president of the United States and every member of Congress is to give us the right to vote.

Give us the ballot, and we will no longer have to worry the federal government about our basic rights...

Give us the ballot, and we will transform the salient misdeeds of bloodthirsty mobs into the calculated good deeds of orderly citizens...

Give us the ballot, and we will quietly and nonviolently, without rancor or bitterness, implement the Supreme Court's decision of May seventeenth, 1954.

## Speech 2: Malcom X

...it doesn't mean that we're anti-white, but it does mean we're anti-exploitation, we're anti-degradation, we're anti-oppression. And if the white man doesn't want us to be anti-him, let him stop oppressing and exploiting and degrading us. Whether we are Christians or Muslims or nationalists or agnostics or atheists, we must first learn to forget our differences. If we have differences, let us differ in the closet; when we come out in front, let us not have anything to argue about until we get finished arguing with the man....If we don't do something real soon...we're going to be forced either to use the ballot or the bullet...It isn't that time is running out -- time has run out!

...I'm not going to sit at your table and watch you eat, with nothing on my plate, and call myself a diner. Sitting at the table doesn't make you a diner, unless you eat some of what's on that plate...Being born here in America doesn't make you an American. Why, if birth made you American, you wouldn't need any legislation; you wouldn't need any amendments to the Constitution; you wouldn't be faced with civil-rights filibustering in Washington, D.C., right now.

So, I'm not standing here speaking to you as an American...I'm speaking as a victim of this American system. And I see America through the eyes of the victim. I don't see any American dream; I see an American nightmare.

So it's time in 1964 to wake up....It's got to be the ballot or the bullet. The ballot or the bullet.

TASK 2 : Compare the highlighted words/phrases to answer the following ...

1. Which speech do you find more compelling (has the stronger argument)? Circle ONE...

**SPEECH 1**

**SPEECH 2**

2. What DICTION did the author use that you find to be MOST IMPACTFUL and why?

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3. What is the overall TONE of speech #1 versus speech #2, and does that affect your willingness to listen to their argument?

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4. What is a connection you can make to their speech? (personal/ world/ text to text)

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**\*\*\*You will be using this information for a major grade assignment tomorrow!!!\*\*\***



## PART 3: ANALYZING TEACHING EFFECTIVENESS

For this lesson, I took 3 types of grades:

- *Checking For Understanding*: Exploring Author's Language & Perception
- *Relevant Application*: Analyzing Author's Language
- *Summative Assessment*: Writing: Author's Language, Perception, & Connections

### HOW AND WHY WERE THESE STRATEGIES SELECTED?

These strategies were selected by examining the required state standards required for this subject and grade level and planning lessons and assessments that align with the Core TEKS skills. The main focus of the lesson was to focus on the skill of using language to shape perception.

### HOW DID THE ASSESSMENTS ALIGN WITH THE LEARNING OBJECTIVES AND INSTRUCTIONAL GOALS?

The goals for this week's lesson were to identify, explore, analyze, and present the ways that diction and tone shape the audience's perception of text. The assessments required students to identify tone and diction for song lyrics and speeches and analyze how these elements influence their own perception and potentially others' perspective.

### DID THE SUMMATIVE ASSESSMENT MEASURE A VARIETY OF OBJECTIVES?

Yes, the summative assessment measured students' ability to:

- Clearly identify examples of diction and the impact that it can have on audience perception.
- Clearly identify the author's tone and effectively explain how the tone affects the audience's willingness to listen
- Make a clear and relevant connection to the writing

### WERE THE ASSESSMENT TASKS APPROPRIATE FOR STUDENTS' ABILITIES AND DEVELOPMENTAL LEVELS?

Yes, by beginning the lesson with a visual example (paintings), it ensured that the students were able to develop the skills before applying them to a more difficult medium (historical speeches).

### WHAT CRITERIA WERE APPLIED TO JUDGE OR EVALUATE STUDENT PROGRESS?

Students were evaluated on a 4-point rubric which evaluated the students' understanding and identification of diction and tone as well as their ability to make a connection (either personal, real-world, or to another text).