

Agenda:

Classroom dialogue - TOTS  
to defend or challenge the governess  
Evaluation forms

Vocab Set #4

\*\*if time permits, poetry/multiple choice classwork

Homework: Poetry essay prompt/comparison

## Classroom Dialogue

1. In your group, spend 10-15 minutes sharing your written responses. Each person should share! Then, decide which written statement provides the strongest evidence for your case. You can choose three statements, but they should be from different passages in the book (though some minor overlapping can occur).
2. As a group, discuss the benefit of your side. What benefit is there in seeing the text in this way/of reading the text in this way? Jot down your collective ideas on this and be ready to explain this.

## "Facing It"

Read the poem and answer the questions within your group. Do not turn the page over until you have answered all the questions!

1. The poem is best described as
2. Line 5 suggests
3. Line 9 presents an example of
4. Lines 20-21 most strongly convey the speaker's
5. What does the speaker convey in lines 29-31
6. x
7. x
8. The imagery of the poem is characterized by
9. The title suggests the following

## Homework Tips for Poetry Response

1. Read the prompt carefully; underline the essential task
2. Put boxes around key words that indicate things like: speaker's view, diction, figurative language, etc.
3. Underline key words or phrases (think about the thematic ideas of the passage)
4. What is the shift in the poem (if there is one)?
5. What is the conflict?
6. Consider the form of the poem. How does it contribute to the meaning?
7. Make a list of things you want to discuss/touch on (ideas and evidence)
8. Create a brief outline - include thesis and key points
9. Write; proofread