**Direct Lesson**

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**Subject(s):** English III- On Level

**Topic or Unit of Study (Title):**  Using Oxford English Dictionary (OED) Online to comprehend 17th, 18th, 19th century poetry and literature.

**Grade Level:** 11th

***Materials:*** Texts of 17th, 18th, and 19th century American poetry, computer access and OED access

**Summary (*and Rationale*):** Clarify the meaning of unknown and multiple meaning words and phrases to understand 17th, 18th, and 19th century poetry and literature and how etymology of a word can trace it’s source and use to find the meaning as the author or poet is using it.

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1. **Focus and Review (Establish Prior Knowledge): 5 minutes**

Understand the use of reference materials i.e. dictionaries and thesauruses and that word usage can change over time and with location.

**II. Statement of Instructional Objective(s) *and Assessments*:**

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| **Objectives** | **Assessments** |
| *When given American 17th, 18th, and 19th century poetry, the student will locate the unfamiliar usage or unknown meaning of at least five words using the OED to find the meaning as the author or poet is using it and will be able to comprehend the use.* | When given passages from American 17th, 18th, and 19th century poetry, the student will locate the unfamiliar usage or unknown meaning of at least five words using the OED. Grading rubric: 20 points a word for complete definition as author is using it and for answering two follow-up questions. This assignment will be graded as a pretest. |

1. **Teacher Input (Present tasks, information and guidance):**  10 minutes

Comprehending historical poetry and literature can be difficult because word usage and meaning change over time. To fully grasp the author’s or poet’s meaning we need to be able to understand how the author or poet is using the word or phrase as they meant it. As you read the assigned readings for class, you will come across words and phrases that you are not familiar with or do not seem to make sense or fit with the work’s context. To do so, we will be using the OED to decipher the unknown words, phrases and meanings as we read and help us understand. Sign in to your computers and go to the OED website: http://www.oed.com/ and login. Login is NelEngIII. We are going to do a line from Anne Bradstreet’s poem “To my Dear and Loving Husband” written in Massachusetts sometime after1650 and before her death in 1672 together finding the definition and word etymology that best fits. (Do example, demonstrating how to find the best definition and the use of etymology. Discuss with students how this clarifies what Bradstreet means in her poem.)

**IV. Guided Practice (Elicit performance):** 30 minutes

1. Each of you has a poem written in America during the 17th, 18th, or 19th century. Read the poem slowly and silently first, pausing over each line.
2. Now read it softly, but aloud slowly. Underline each phrase or word that is unfamiliar or does not seem to make sense in the poem’s context.
3. Look up at least five unfamiliar words or phrases or unknown meanings in the OED. Choose the word definition and etymology that fits best with your poem, writing down next to the line on your copy of the poem.
4. Now, keeping in mind your new understanding of words and phrases, read the poem softly aloud again. Answer the following questions:
5. What do you think the poet was writing about in the poem? Explain in 2 or 3 sentences.
6. Did you understand the theme, meaning and context of the poem better after comprehending the unknown/unfamiliar words and usage? Explain in 2 or 3 sentences why or why not.
7. Have students begin assignment, offering assistance as needed.

***V.* Closure (Plan for maintenance):** 2 minutes. Clarify to students that this will be necessary tool to understand unfamiliar language use not only in this course, but in future studies, as well as building a more extensive vocabulary.

***VI.* Independent Practice:** Students will continue to use the OED for the entirety of the semester assigned readings independently.

**STANDARDS:**

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| Literacy.RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. |
| L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. |
| L.11-12.4a | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| L.11-12.4b | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |
| L.11-12.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| L.11-12.4d | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| NC Technology Standards |  |
| HS.SI.1 | Evaluate resources needed to solve a given problem. |
| HS.SI.1.1 | Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic). |
| HS.SI.1.2 | Evaluate resources for point of view, bias, values, or intent of information. |
| HS.SI.1.3 | Evaluate content for relevance to the assigned task. |
| HS.TT.1.1 | Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts). |
| HS.TT.1.3 | Use technology and other resources for assigned tasks. |

**Plans for Individual Differences:** Compacting-Demonstrating to students how using the OED will simplify and enhance their understanding of early American Literature. Additional time for completion given, additional assistance offered with clear suggestions as needed, typing answers offered.

**References (APA style):**

Bradstreet, A. (n.d.). To My Dear and Loving Husband by Anne Bradstreet : Poem Guide : Learning Lab : The Poetry Foundation. *Poetry Foundation*. Retrieved February 1, 2013, from <http://www.poetryfoundation.org/learning/>

Home : Oxford English Dictionary. (n.d.).*Home : Oxford English Dictionary*. Retrieved February 1, 2013, from http://www.oed.com.