

Critical Lens Lesson

Rationale: The purpose of the lesson is to help students respond to critical lenses in preparation for the New York State Regents. Specifically, the students will work in pairs to practice relating two works of literature to the given quote, while also working on their skills rephrasing a critical lens. Using materials they have prepared on their own, the students will be able to use their selected works to respond to most, if not all critical lenses.

Materials:

- Critical lenses set up throughout classroom, some with computers
- Graphic organizer
- Guided response sheet

Common Core Standards:

- **RL.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **W.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- **W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Procedure:

-Introduction: The lesson will begin with an activity where I will present a quote to the class divided into five-six groups. Each group will be tasked with rephrasing the quote as accurately as possible without modifying the intended meaning. The group whose response is the closest will be awarded a point. We will repeat this for four to six quotes, depending on the time it takes for the students to respond. The students will work together to rephrase the quote on their own, share their responses, and create a group response. The group with the best responses will be awarded a small prize.

-Instructional Strategies: After the first activity, the group will meet as a whole as we discuss the required way to respond to a critical lens. We will look at one lens together, with the students bringing up suggested works of literature to use to address the lens. Together, the class will select two appropriate texts for the lens and provide supporting information and details for each text. Then, we will draft two short response paragraphs using the selected texts and literary elements. The class will be given a graphic organizer that requires the students to identify two texts they can use on a critical lens, along with two literary elements for each text. They will also have to identify key

information for each text, such as author, main characters, including protagonist and antagonist, and theme. The students will fill in this organizer out and use it for the next activity. The class will then be split into pairs and each pair will be responsible for responding to at least three critical lenses in the same fashion as done earlier in the lesson. The lenses they need to respond to will be placed throughout the classroom, so the students have an opportunity to walk around and interact with one another. Once they have completed at least three lenses, they pair will return to their desks and begin drafting a full response to one of the lenses they selected.

-Adaptations: Adaptations and modifications will be provided for students who need to explicitly address implicit questions necessary to rephrase and respond to the critical lens. Guided response sheets will be available for students who struggle with this process.

-Technology: Some of the stations with critical lenses will be with computers for students to respond and share their responses. Some of these responses will be shared during the end of the lesson.

-Closure: At the end of the lesson, the students will share some of their responses to the critical lenses, discussing their chosen texts and literary elements. We will share feedback and productive criticism on their choices, providing potentially more effective texts or literary elements to make their point.

Assessment:

-Short Term: Students will complete the response they began in class with their partner for homework. These responses will be graded with the same scale and rubric from the regents.

-Long Term: Students will create a graphic organizer for each text read in class and on their own in preparation for the regents. They will then consolidate these texts to a set of four they can use to prepare and hone their responses for any critical lens.

Self-Reflection: One aspect of the lesson that concerns me is the anticipatory set. While I feel it is a valid activity, I worry that this activity should be more focused on the content of the rest of the lesson. It's not an unnecessary skill, but I included it because I didn't want to bombard the students with the same type of activity over and over again. I felt the structure of the lesson reflected the structure of the critical lens essay, first rephrasing the lens, then responding to it using literary devices from two texts, which is why I didn't modify the first activity.