

Lesson #2  
Title: Words and Pictures

Learning Targets:	
1. Analyze the visual text to determine the author's purpose.	Essential Question(s): How can the viewer "read" a work of art?

Key Understanding	Standards Addressed:
	9-10.RI.2: Determine the central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and defined by specific details; provide an objective summary of the text. 9-10.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	HA Connection:
	A Strengthen Sense of Hawai'i - Share the histories, stories, cultures and languages of Hawai'i

Set-up	Classroom Set-Up: Mele Mural image will be projected on screen. Students will sit facing the screen.
	Materials and Equipment Needed: <ul style="list-style-type: none"> <li>● Paper</li> <li>● Pencil/pen</li> </ul>

Product	RUBRIC:							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Exceeds</td> <td style="width: 25%; text-align: center;">Proficient</td> <td style="width: 25%; text-align: center;">Approaching</td> <td style="width: 25%; text-align: center;">Not Met</td> </tr> </table>				Exceeds	Proficient	Approaching	Not Met
	Exceeds	Proficient	Approaching	Not Met				
MELE MURALS								

	<p>To poem:</p> <ul style="list-style-type: none"> <li>• Word choice creatively and accurately illustrates the subject of the Mele Mural</li> <li>• Consistently follows the acrostic style</li> <li>• Has minimal spelling errors that do not interfere with meaning</li> </ul>	<p>To poem:</p> <ul style="list-style-type: none"> <li>• Word choice accurately illustrates the subject of the Mele Mural</li> <li>• Consistently follows the acrostic style</li> <li>• Has minimal spelling errors that do not interfere with meaning</li> </ul>	<p>To poem:</p> <ul style="list-style-type: none"> <li>• Word choice generally illustrates the subject of the Mele Mural</li> <li>• Vaguely follows the acrostic style</li> <li>• Has several spelling errors that may or may not interfere with meaning</li> </ul>	<p>To poem:</p> <ul style="list-style-type: none"> <li>• Word choice does not illustrates the subject of the Mele Mural</li> <li>• Does follows the acrostic style</li> <li>• Has spelling errors that interfere with meaning</li> </ul>
<p>Your assignment is to create an original acrostic poem that represents the Mele Mural.</p>				

Lesson Flow	Mins	Procedure:
	15 min	Review as a class the purpose and Mele behind the mural.
	20 min	Review an acrostic poem.
	15 min	In small groups of 4 students, brainstorm a list of words that help describe the Mele Mural. Each student will choose one word to be the focus word of their acrostic poem.
	45 min	Students will use this time to create their original acrostic poem. <ul style="list-style-type: none"> <li>• Teacher will circulate the room to give guidance</li> </ul>
	10 min	Closing: Have students voluntarily share their acrostic poems and give a brief explanation of their reasons why they chose their focus word and poem.

Reflection	<p>How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D</p>
	<ul style="list-style-type: none"> <li>• Students may collaborate as a peer group to generate ideas and peer feedback</li> <li>• Teacher will circulate the room to provide individualized feedback to students</li> </ul> <p>The students will have demonstrated that the learning target has been met when they have successfully completed the acrostic poem and it clearly connects to the meaning of the Mele Mural.</p>