**Black Box Lesson Outline**

**Obj:** TLW write in complete sentences, TLW use evidence from the text in written answers, TLW collaborate with classmates in discussion, TLW determine the theme of a poem.

**WARM UP: Write down the definition of theme in your notebook!**

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| 1. I**ntroduction**: Put a black box on the table in the front of the room. Ask the students these questions:  * What is this? * What could it represent? * Why is it here? * How could it relate to our theme? * Etc.  1. **Read poem**   Instructions to students:   * First- read the poem silently to yourself * Second- read the poem out loud to your neighbor and listen to one of your neighbors read the poem to you. * Volunteer from class to read aloud  1. **Class Discussion-** Go back to the questions that you asked about the Box.  * Now what do you think this box is doing here? What does it represent? * What is this poem about? What does it mean? * What jumped out at you? (Etc.) * Figuratively speaking, what does it mean to put someone, or something, in a box? * How does the speaker of the poem feel about boxes? * Has anyone ever put you in a box? Explain. * This poem is found in Nikki Grimes’s book Bronx Masquerade. What could have happened to this character before he wrote this poem? (Read the chapter aloud or give students a typed copy to read in small groups.) * In your opinion, what is the *theme* of the poem? * What does this poem have to do with the concept of belonging? What does it mean to belong? What does it feel like to belong? What gets in the way of a sense of belonging?  1. Online Discussion Board: Use Edmodo to respond to these questions. You must post at least 2 original responses. You should reply to three classmates. | 5 minutes  7 minutes  15-20 minutes |