

English 9P Lesson Link—Cycle 3

Prior Knowledge:

- Students will have read at least chapters 1-3 of *Like Water for Chocolate*.
- Students will have practiced interpreting characters' views on love AND finding quotes to support those views with the play *Romeo and Juliet*.

Lesson Plan for Wednesday, March 14:

- 1) Ask students to write down their opinion, “what is Pedro’s view of love?” Take time to hear their responses (share orally).
- 2) Without worrying about finding quotes from the text, ask students “what makes you say this? What evidence are you thinking of?” Take time to hear their responses (share orally).
- 3) Repeat steps 1 and 2 for Tita.
- 4) Give students time to look for quotes to support their statements about Pedro and Tita.
- 5) Pass out graphic organizer. Explain that students will choose ONE of the characters and fill out the graphic organizer to analyze either Pedro or Tita’s view on love.

Name:

Format for an Analytical Paragraph

1. Topic sentence of your paragraph (what your paragraph will be about)
2. Context of the quotation (where in the story it is written, what the situation is in which it is said, etc.)
3. Introduction to the quotation (who says this? the author? the narrator? another character?)
Use a comma to introduce the quotation; Use a colon if the quotation is introduced by a complete thought.
4. The quotation itself (include page number in parentheses)
5. Explanation/summary of the quotation in your own words – what is going on in the quote.
6. Analysis of the quotation:
 - a) relation to other parts of the book
 - b) relation to your topic sentence
 - c) significance of specific words or phrases

MOST OF YOUR PARAGRAPH SHOULD BE SPENT ANALYZING - USING YOUR OWN WORDS TO EXPLAIN HOW AND WHY THE QUOTATION SUPPORTS YOUR OVERALL POINT.

<p>(step 3)</p> <p>KEY WORDS AND PHRASES THAT SUPPORT THE INTERPRETATION OF STEP 2</p>	<p>(step 5)</p> <p>HOW THESE WORDS AND PHRASES CONNECT TO PREVIOUS SCENES, HISTORY, UNIVERSAL KNOWLEDGE</p>	<p>(step 6)</p> <p>HOW THESE WORDS AND PHRASES SERVE TO SUPPORT YOUR INTERPRETATION (from step 2) OF WIESEL'S MESSAGE.</p>

QUOTE:

(step 1)

CONTEXT:

SUMMARY:

DEFINE UNKNOWN WORDS:

(step 2)

WHAT THIS PASSAGE SAYS ABOUT THE STATE OF THE FATHER/SON RELATIONSHIP: