

**Lesson Author:** Ms. Breanna Totzke

**Lesson Topic:** "The Jabberwocky" and Word Meaning Creation

**Grade level:** 9

**Length of lesson:** 55 minutes

### Stage 1 – Desired Results

#### Content Standard:

9.4.4.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language evokes a sense of time and place; how it sets a formal or informal tone).

*By having a standard in place this allows focus on a certain subject and area of that subject because the brain has a limited amount of space to keep memories and the way that standards are presented will result in the quality of memories created. This can be seen in the attempt at emotional competent stimuli (ECS) and the working of the amygdala to process ECS (Begley, 2008; Medina, 2008; Sousa, 2010; Willis, 2010; & Zull, 2002).*

#### Enduring Understandings

Students will understand:

- Words have secret lives.
- People can determine the meaning of words and different meanings for the same word depending on the situation.
- When people attach meaning to something they are taking ownership and the power over that meaning.

*Brains are built to understand the big ideas before they can focus on the little details. So start with the big ideas and then go to the details of how the students are going to get back to the big idea. The order of topics is important because once the brain is overloaded it takes very little to make a bad decision or to give up (American Radioworks, 2011; Heath, 2010; Marzano, 2007; Medina, 2008; & Shiv, 2011).*

#### Essential Questions

- A. What words have multiple meanings for different situations?
- B. When does the new meaning of the word associate ownership and power over it?
- C. Why would a person create a new meaning for a word?

*These questions are meant to appeal to both "the Rider and the Elephant" sides of the brain. For any learning to get accomplished both sides of the brain need to work together without overloading either of them. As the teacher I need to remember that to help with this I need to give them a reason that will entice both the logical and emotional parts of the brain (American Radioworks, 2011; Heath, 2010; Shiv, 2011)*

#### Student Objectives/Learning Outcomes

Students will:

- All will be able to produce meaning of words from "The Jabberwocky" by drawing a picture
- All will be able to compare their classmates' meanings to their own meanings

through the small group discussion

- Most will be able to differentiate multiple meanings for the same word
- Most will be able to take ownership of the meanings they create
- Some will be able to use the words and their created meaning outside of class and in future class periods

*The learner outcomes are planned so my students are challenged but they are still able to achieve because the brain is capable of plasticity and if it is overloaded then it is unable to think critically (Doidge, 2007; Heath, 2010; Shiv, 2011)*

### Stage 2 – Assessment Evidence

#### Performance Tasks

- Students will produce an illustration that demonstrates their interpretation of the meaning of words in “The Jabberwocky” by Lewis Carroll.
- Students will be able to analyze multiple meanings of words and compare them to specific situations by small group discussion.
- Students will be able to differentiate words and their meanings by a quiz that asks them to define connotative and definitive and then compare words and meanings by their connotative and definitive associations.

*The various options in the lesson provide students to showcase their multiple intelligences and allows them to form ECS because dopamine is created (Gardner, 2004; Medina, 2008; Willis, 2010; Zull, 2002)*

#### Other Evidence

- “The Jabberwocky” stanza illustration
- Small group discussion
- Connotative and definitive meaning quiz

*Within this lesson there are many different multiple intelligences that could be involved including: spatial, linguistic, interpersonal, logical-mathematical, and bodily-kinesthetic. And the class formative assessments are done from multiple angles and strategies which help students find a way that works best for them. This is also an attempt to connect the different subject areas by including a variety of activities (Beers, 2002; Gardner, 2004; Lehrer, 2007; & Zull, 2002).*

### Stage 3 – Learning Plan

#### Learning Activities

*The learning cycle (sense-luscious, reflective, analytical, and motor) is present throughout this entire lesson and it begins again at the end of the lesson so students can continue to explore the idea of creating meaning of words and taking ownership of those meanings (Zull, 2002).*

**Materials & Resources:** “The Jabberwocky” poem handouts, plain paper, coloring supplies, rulers, protractors, whiteboard, dry erase markers, & activity directions

## **Introduction Activities**

### **Journal: (5 minutes)**

On the whiteboard write the journal entry topic. Write "Have you ever created a meaning for a word? What word did you use and what was the new meaning?"

1. *The journal entry is the beginning sense-luscious moment of the lesson because it gets students interested in the topic. There is a need to start with something that will interest the students because this creates dopamine which is needed for ECS to form (Goleman, 1995; Immordino-Yang & Faeth, 2010; Medina, 2008; Ratey, 2008; Zull, 2002; & Zull, 2011).*

2. *Having the students think back and remember a time when they created a meaning for a word makes them trigger their long-term memories (that were processed in the hippocampus) and the power of past memories will strengthen current or future memories because of the ECS attached to them (Goleman, 1995; Medina, 2008; Sousa, 2010; Zull, 2002; & Zull, 2011)*

**Transition:** Say "Before we start sharing remember that this is a safe space and anything anyone says is their personal opinion and we should respect their creativity. So does anyone want to share their meanings that they created? And don't forget to say why you made up this meaning!" Listen to a few students share their meanings and then ask "Do you know of any famous books or poems that make up meanings for words?" Let a few students share and then say "That's so great that you know so many texts that have created meanings for words! Today we are going to read a poem by Lewis Carroll that has a whole bunch of words that seem like nonsense, but the reader can attach their own meaning to them. And after we finish reading it you will have a chance to create your own meanings of the words."

1. *Students need to feel safe in their learning environment if there is any learning going to happen (Copeland, 2005; Goleman, 1995; Immordino-Yang & Faeth, 2010; & Sousa, 2010)*

2. *This is the reflective time of the lesson where students process their emotions about their journal entry and start to get curious about other's created meanings and making their own. The reflective part continues into the reading of "The Jabberwocky" since they will be curious about all of the strange words (Zull, 2002)*

3. *Stating what the students are going to learn about during the lesson is important because it gives them a reason to care and it appeals to "the Elephant" (Heath, 2010 & Marzano, 2007).*

## **Developmental Activities**

### **Reading "The Jabberwocky": (10-15 minutes)**

Say "Now we are going to read "The Jabberwocky" by Lewis Carroll. During our reading of the poem I want you to try and picture what is happening. Most of the words do seem like they are nonsense, but you can create your own meaning for those words and take control of them. That's what's great about this poem is you can make it basically whatever you want it to be." Pass out poem handout while saying this first part.

Continue with directions "As we are reading the poem each person is going to read a line. When it is your turn to read I want you to **stand up and read with feeling and emotion.**" Class reads the poem. After the poem is finished discuss the words, their strangeness, and arrangement. Ask "What could they mean? Could they have multiple meanings? Can we decide what they mean?"

**1.** *Reading in class engages readers and encourages discussion (Blau, 2003; Copeland, 2005; & Wilhelm, 2007).*

**2.** *Students have the power to create meaning of a text and of words (Beers, 2002; Blau, 2003; & Wilhelm, 2007).*

**3.** *Including movement in the classroom gets students connected to what is being taught, which helps to form long-term memory, and it allows them to take a little break and refocus. By having the students stand as they read it makes them more aware of what they are reading (Medina, 2008; Ratey, 2008; Restak, 2009; & Sousa, 2010).*

**Transition:** Say "So this poem gives us multiple opportunities to create our own meanings for words because the words that Carroll wrote seem like they could mean anything. By **creating our own meanings** we take ownership of that word. For our next activity we are going to be drawing pictures of a stanza from the poem."

**1.** *Students have the power of interpretation and to create their own meanings including for words, they just need to have previous experiences to form their own meanings (Beers, 2002; Blau, 2003; & Wilhelm, 2007).*

**Drawing Activity:** (20-25 minutes)

**Give directions for the drawing activity** after the reading of the poem. Say "Each one of you will be assigned a stanza to draw the way that you picture it. So take the words that seem to not have any obvious meaning and create your own meaning for them. But think about how the words are placed in the stanza, if they seem to be describing something with an obvious meaning then form your meaning of the other word to describe the known word." Also mention that **meaning is flexible** and if other people have same stanza and they draw something different than you it is okay, the point of this activity is to create meaning and take ownership of the meaning you create. Assign the students to a stanza each and hand out the plain paper with the coloring supplies. Tell the students to draw their pictures individually for the **first 15 minutes** and the remaining time they will **get up and move into groups** with their classmates who drew pictures for the same stanza and have a **discussion** of why they chose to draw what they drew. Allow students to **draw their picture** and during this time I will be circulating about the room.

**1.** *This is the analytical section of the lesson when students are processing what they know about creating word meanings and the strange words in "The Jabberwocky" and what they do not know about the same topics (Zull, 2002).*

**2.** *Because every student has different experiences and schemata's their meanings of the same words are going to differ (Beers, 2002; Blau, 2003; & Wilhelm, 2007).*

3. Throughout this lesson I have been breaking up activities around every ten minutes because this allows students to stay interested and continue to be willing to pay attention or continue to work on the activity (Medina, 2008; Willis, 2010; & Zull, 2002).

4. The inclusion of movement again is never a bad idea because students need to have that movement to continue to be involved and present in class (Medina, 2008; Ratey, 2008; Restak, 2009; & Sousa, 2010).

5. Multiple times in this lesson my students are repeating what the words in "The Jabberwocky" means to them either to themselves or to their group members. By having repetition in the lesson at different points memories are forming (Immordino-Yang & Faeth, 2010; Medina, 2008; Willis, 2010; & Zull, 2002).

6. This is the motor section of my lesson; my students are actually doing the activity to process and apply their learning and understanding. The learning circle comes full circle (Zull, 2002).

### **Closing Activities:**

Gather the students back together for the last 10 minutes. Say "Okay, so wrap up your group discussions and choose someone to **share their picture with the class**. We are going to have to do this quickly." Go quickly through the groups and ask them if there is time why they chose their meanings. Then do a review of what the lesson was about. Say "Can anyone tell us what we learned about words and meaning today?" Let students have a chance to say what they learned and then if there could be anything add say "So we learned that meaning of words are flexible, and when we make meaning of words we can take ownership of that new meaning." For closing the class, say "Continue to think about the poem and how you can create meaning for any word and take ownership of that new meaning! **Have a nice day!**"

1. The learning cycle is a never-ending process and my lesson would not be complete if my students did not gain another round of sense-luscious input before they left my room for the day. When they hear what their classmates come up with for word meanings in their drawings and seeing them take ownership of those meanings makes them want to continue creating meaning on their own and the cycle continues (Zull, 2002).

2. Forming a positive connection between students and me is going to help with the amount of effort the students give forth. So I need to be proactive in establishing good relationships with my students if I am going to see them try their best (Beers, 2002; Blau, 2003; Danielson, 2009; & Marzano, 2007).