Mini-lesson on a Ballad

Standards
Students will be able to…

1. Identify defining characteristics of classic and popular literature of a variety of complex genres. C

6. Infer and justify motive, resulting behavior, and consequences. C

7. Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. C

15. Communicate effectively in a presentation. P

Task

Choose a modern ballad to analyze and share with the class. Make sure you choose a song or poem that qualifies as a ballad in purpose and form. In your analysis, consider perspective and theme particularly.

Rubric

	Sounds great!	A bit out of tune…	A little sharp, a little flat	Off key
Preparation	4 Ballad approved with teacher; made effective use of class time	3 Ballad approved with teacher; might have been more on task	2 Ballad approved with teacher; was not often on task	1 Ballad not approved with teacher; was not often on task
Organization		3 Organized notes presented day before presentation	2 Somewhat organized notes presented day before presentation	1 Some notes presented day of presentation
Presentation	4 Spoke clearly with fewer than 5“ums” and/or “likes”	3 Spoke clearly with 5-7 “ums” and/or “likes”	2 Did not speak clearly; 8 or more “ums” and/or “likes”	1 Did not explain enough; 8 or more “ums” and/or “likes”
Accuracy	7 Chosen song or poem demonstrates all qualities of a ballad (tragic event, consistent rhythm, refrain); accurate analysis of perspective	5 Chosen song or poem demonstrates 2 of 3 qualities of a ballad (tragic event, consistent rhythm, refrain); accurate analysis of perspective	3 Chosen song or poem occasionally demonstrates 2 of 3 qualities of a ballad (tragic event, consistent rhythm, refrain); analysis of perspective is not always accurate	1 Chosen song or poem demonstrates 1 of 3 qualities of a ballad (tragic event, consistent rhythm, refrain); analysis of perspective is not accurate

Total /18