

**Instructional Plan for *Weatherbeaten*
Language Arts Lesson**

Objectives <i>Students will be able to...</i>	Maine Learning Results – English Language Arts	Activities	Assessments
Describe and interpret Winslow Homer’s <i>Weatherbeaten</i> .	<ul style="list-style-type: none"> • E1 Listening (a, b) • E2 Speaking (a, b, c) Visual Arts MLR <ul style="list-style-type: none"> • A1 Artist’s Purpose • A2 Elements of Art and Principles of Design (a, b) 	<ul style="list-style-type: none"> • Class discussions about <i>Weatherbeaten</i> • Students write in their journals about Homer, <i>Weatherbeaten</i>, and their own ocean experiences 	<ul style="list-style-type: none"> • Teacher observation and feedback • Student writing—<i>Journal entries</i> • Student writing—<i>Weatherbeaten reflections</i> • Peer review—<i>Writing scoring guide</i>
Express their ideas, observations, and memories inspired by <i>Weatherbeaten</i> orally and in writing.	<ul style="list-style-type: none"> • B1 Interconnected Elements (a, b, c, f, g, h) • B2 Narrative (a, c, d) • B3 Argument/Analysis (b) • B4 Persuasive (a) • D1 Grammar and Usage (a, b) • D2 Mechanics (a, b, c) Visual Arts MLR <ul style="list-style-type: none"> • E2 The Arts and Other Disciplines 	<ul style="list-style-type: none"> • Class discussions about <i>Weatherbeaten</i> • Students write in their journals about Homer, <i>Weatherbeaten</i>, and their own ocean experiences 	<ul style="list-style-type: none"> • Teacher observation and feedback • Student writing—<i>Journal entries</i> • Student writing—<i>Weatherbeaten reflections</i> • Peer review—<i>Writing scoring guide</i>
Use descriptive vocabulary in speaking and writing.	<ul style="list-style-type: none"> • B1 Interconnected Elements (a, b, f) 	<ul style="list-style-type: none"> • Class discussions about <i>Weatherbeaten</i> • Students write in their journals about Homer, <i>Weatherbeaten</i>, and their own ocean experiences 	<ul style="list-style-type: none"> • Teacher observation and feedback • Student writing—<i>Journal entries</i> • Student writing—<i>Weatherbeaten reflections</i> • Student writing—<i>Adjective lists</i> • Peer review—<i>Writing scoring guide</i>

<p>Work collaboratively to create a role-play that imagines how different people would react to <i>Weatherbeaten</i> and the meaning they find in it.</p>	<ul style="list-style-type: none">• E2 Speaking (a, b, c)	<ul style="list-style-type: none">• Students work together in pairs to plan and perform a role-play	<ul style="list-style-type: none">• Teacher observation and feedback• Peer review—<i>Class responses to performances</i>
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