**You’re A Mean One, Mr. Grinch**

<table>
<thead>
<tr>
<th>Date: Dec. 01, 2009</th>
<th>Subject: English</th>
<th>Grade: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic: Analyze Dr. Seuss Poetry</td>
<td>NJCCS: 3.1.12.G.7 Analyze and evaluate figurative language within a text (e.g., irony, paradox, <strong>metaphor</strong>, <strong>simile</strong>, <strong>personification</strong>).</td>
<td></td>
</tr>
<tr>
<td>Class/Group Size: 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Objective(s):**
- SWBAT identify rhetorical devices in Dr. Seuss’ “You’re A Mean One, Mr. Grinch” from *How The Grinch Stole Christmas* using a question sheet.
- SWBAT use their knowledge to read poetry and other texts.

**What assessment will you use to assess whether students have learned this objective?**
- a. Students will work in pairs to complete the questions on the handout.
- b. Teacher will ask and answer individual questions during pair work.
- c. Teacher will review the students’ findings in a brief classroom discussion, and ask questions during the discussion as well. Now that you have located the devices, what is this line actually saying?

**I. Core & Supplemental Materials**

<table>
<thead>
<tr>
<th>I need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalk</td>
</tr>
<tr>
<td>Blackboard</td>
</tr>
<tr>
<td>Handouts: Grinch Poem, Fill In and Support</td>
</tr>
<tr>
<td>YouTube clip of the song from the movie</td>
</tr>
<tr>
<td>“The Grinch” dvd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pen/Pencil</td>
</tr>
<tr>
<td>Paper</td>
</tr>
</tbody>
</table>

**II. Context for Learning**

**a. Organization of Students:**
- Students will begin viewing the clip of *How The Grinch Stole Christmas* where “You’re a Mean One, Mr. Grinch” plays.
- Handouts will be distributed. Students will listen to the song while reading the poem on the handout. Students will choose to work individually, in pairs or small groups to complete the handout.
- After a class discussion on the devices and their purposes in the poem the class will watch the whole movie.

**b. Prerequisite Knowledge:**
- Students will have had lessons on poetry and rhetorical devices. Students will have worked with the devices in activities and in their own writing.

**c. What activities could you use for students who lack prerequisite skills?**
- A handout reviewing the definitions of some of the devices on the page will be distributed.
- Students have the option to work individually or in pairs if they want additional support.

**d. List key vocabulary and terms that students will need to know.**
c. **Describe potential difficulties students may experience with the content.**  
- Students may not have a strong enough understanding of the rhetorical devices on the handout.

### V. Instruction

**Instruction:**
- Students will begin class with a clip from *How The Grinch Stole Christmas* where “You’re A Mean One, Mr. Grinch” is sung. Then handouts will be distributed.
- Teacher will ask students for examples of some of the devices on the handout, to refresh their memories. (very brief)
- Students will listen to the song one more time, this time while reading the poem on the page.
- Teacher will ask students to either work individually, in pairs or in small groups to answer the questions on the handout.
- Class will discuss answers and analyze the language of the poem.
- After the discussion and all the questions are answered, the students will watch the whole movie.
- If there is extra time the students can create an image from *How The Grinch Stole Christmas* that illustrates one of the metaphors, similes, etc.

### VII. Closure

The review lesson will end with the movie *How The Grinch Stole Christmas*. There will be no homework given for this lesson because it will be given on the last day before the holiday break. If there is reading or a project for a prior lesson to be worked on over the break, the students will be reminded at this time.

### VIII. Contingency Plan

If the students do not understand devices, be ready to describe each one and point out examples.

**Bilingual students:** The review sheet with terms will be given for students who do not have the same strong background with English. One-on-one time will be available.

**Student with LD or low achievement:** Working in pairs or groups could give struggling students the support they need. Pair work will give the teacher time to answer individual questions and work with students who are struggling.