**Jeremy Fielder Lesson Plans 10/20-10/24**

**English 9 English 12**

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| **10/20/2014 Learning Objectives**  **10/15 Learning Objectives**  **1.** Finish direct instruction of ACT-persuasive essay writing  2. Compare/contrast initial ACT persuasive essay writing with new essay.  3. Construct a counter-claim for an ACT persuasive essay.  **Core Standards Addressed:**  W.9-10.1:Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.  **Opener:** Sentence structure – revising fragments paragraph work.third paragraph (first on page 10)  **Lesson sequence:**  1. Continue process from Friday’s class: Construct second body paragraphs to support claim number two.  2. Utilize correct transitional phrase to supporting claim number three; students will be prompted to use specific supports and examples, and to include appropriate transitional phrases and words in the final body paragraphs.  3. Counter-claim: Students will use a transition that signals to the reader that he/she is about to address the opposing side and say what it is incorrect.  4. Counter-claim paragraph: Students will state specific reasons to disprove the counter-claim, again using transitional words/phrases in the appropriate fashion.  5. Writing a conclusion:  A. signal phrase/transition for readers  B. one sentence each for supporting claims  C. Punch sentence (could be addressing “hook” from the beginning of the essay.  6. Persuasive-essay check-list: Students will be prompted to review the persuasive essay checklist and to make sure they have identified all transitional words phrases, as well as ensuring the correct usage of commas throughout the essay.  **Closure:** Self-assessment  1. What do you need to improve on most as a writer?  2. What was easiest to understand about the persuasive essay process?  3. What do you still need help with in regards to writing persuasive essays?  **Homework:** None | **10/20/2014 Learning Objectives**  1. Read chapter 6 of 1984; theorize what Orwell is trying to reveal about the character of Winston through his use of the flashback in the chapter  2. Theorize why Orwell wrote chapter 6.  **Core Standards Addressed:**  RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  **Opener:** On an opener sheet, write WHY Orwell wrote chapter 6.  **Lesson sequence:**  1. Review the definition for the term “flashback,” emphasizing the portion which says that the author wishes to reveal important information about a character through the use of the technique.  **2. After about 15 minutes of reading…**Students will write about the function of the flashback, and what Orwell was trying to reveal about Winston’s character through the contrast of his “encounter” and his relationship with his estranged wife.  3. Orwell’s “thesis” for the chapter: Students will identify Orwell’s “thesis” for the chapter. In other words, why would Orwell choose to include such a chapter into his book? What statement is he trying to make about the culture/society in the book?  4. Begin reading chapter 7 for the following day.  **Closure:** Reminder of tomorrow’s quiz.  **Homework:** None |
| **10/21/2014 Learning Objectives**  1. Undergo structured revision and editing of an ACT-style persuasive essay  2. Utilize proper transitions to create cohesion in a persuasive essay  3. Correctly utilize MLA formatting to cite sources in an ACT-style persuasive essay  **Core Standards Addressed:**  W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **Opener:** Sentence fragments – final paragraph on page 10…students will submit fixes to peer tutors for grading.  **Lesson sequence:**  1. Mini-lesson: citing sources in MLA formatting  2. Revision steps:  A. Identifying hook, thesis, topic sentences, transitions, and clincher.  B. properly citing evidence used from sources…highlight evidence used from sources  C. checking counter-claim  3. Editing  A. sentence structure  B. punctuation (focus on commas; circle all commas used)  4. Peer editing: students will have two other people edit their work, using the editing/revision sheets as a guide.  **Closure:** Distribute papers to be filed for conferences, and for the remainder of the year.  **Homework:** finish draft, revisions, and editing; students will be typing in the lab the following day. | **10/21/2014 Learning Objectives**  1. Critically read and annotated portions of Karl Marx’s “communist manifesto,” which explores and explains the idea of a Proletarian revolution.  2. Critically read, interpret and analyze chapter 7 of the novel 1984.  3. Apply Marxist idea of “proletariat” to the “proles” of 1984  4. Define “propaganda” and apply it to the content of the chapter  **Core Standards Addressed:**  **RL.11-12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  **RL.11-12.5:** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  **Opener:** Students will be prompted to grab their clicker and sit quietly. When they are finished with the quiz, they should and begin reading chapter seven of section one.  When finished….  Students will pick up an excerpt from Karl Marx’s “communist manifesto” and will be instructed to read it.  **Lesson sequence:**  1. Discuss “communist manifesto” and basic premise of Communist Theory, and how the theory was changed by Lenin/Russian revolutionaries to apply to a Government structure.  2. When finished, students will pick up question sheets for chapters 7 and 8 of the book 1984.  3.” Head’s up: All italicized portions of the text are important to the overall message of the novel!!”  4. Students will quietly finish reading chapter 7, correctly answering content questions as they progress.  **Closure:** Are proles similar to American teens? Why/why not?  **Homework**: Finish chapter 7 reading and question sheets. |
| **10/22/2014 Learning Objectives**  **1.** Type persuasive essay, utilizing MLA formatting  2. Utilizing on online document sharing service to type an essay  **Core Standards Addressed:**  W.9-10.1:Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.  W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  **Opener:** Students will be prompted to have drafts ready, as they will head to the lab and type on Google documents as soon as the bell rings.  **Lesson sequence:**  1. Students will travel to the computer lab to type their persuasive essays.  2. Students will be reminded that they have limited time in class to re-type their essays, so they should be as efficient as they possibly can be.  **Closure:** Remind students to make sure they are working at home, especially if they feel they are not going to reach the assigned deadline for the essay. | **10/22/2014 Learning Objectives**  **1.** Finish reading chapter 7 of 1984; identify key concepts from the chapter  2. Define the term axiom and apply it to a key phrase in chapter 7  3. Critically read and interpret key allusions from chapter 8  **Core Standards Addressed:**  **RL.11-12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  **RL.11-12.5:** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  **RL.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **Opener:** Students will be instructed to sit quietly with chapter 7 and 8 question sheets ready for the day’s class.  **Lesson sequence:**  **A. Power-talk: Students will be placed into small groups. They will discuss the following quotes as they apply TO OUR SOCIETY!!**  1. If there is hope, it lies in the proles.  2. Proles and animals are free.  3. The capitalists owned everything in the world, and everyone else was their slave.  4. It might very well be that literally every word in the history books, even the things that one accepted without question, was pure fantasy.  5. Under the spreading chestnut tree  I sold you and you sold me:  There lie they, and here lie we  Under the spreading chestnut tree.  6. I understand HOW: I do not understand WHY.  7. Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.  B. Begin reading chapter 8; students will complete question sheets and follow along with reading/chapter materials.  **Closure:** Project schedule for next week: Test on section one Monday.  **Homework:** Students must complete questions for chapter 6-8; a quiz will be delivered at the beginning of class Friday over key concepts from the chapters. |
| **10/23/2014 Learning Objectives**  **1.** Type persuasive essay, utilizing MLA formatting  2. Utilizing on online document sharing service to type an essay  **Core Standards Addressed:**  W.9-10.1:Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.  W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  **Opener:** Students will be prompted to have drafts ready, as they will head to the lab and type on Google documents as soon as the bell rings.  **Lesson sequence:**  1. Students will travel to the computer lab to type their persuasive essays.  2. Students will be reminded that they have limited time in class to re-type their essays, so they should be as efficient as they possibly can be.  **Closure:** Remind students to make sure they are working at home, especially if they feel they are not going to reach the assigned deadline for the essay. | **10/23/2014 Learning Objectives**  1. Critically read/interpret chapter 8 from Orwell’s “1984”  2. Identify allusions present in the chapter  3. Compare Proles evident in section one of 1984 to teenagers in US  **Core Standards Addressed:**  **RL.11-12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  **RL.11-12.5:** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  **RL.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **Opener;** Students will be prompted to set quietly with their chapter 8 questions sheets and books ready to go for the day.  **Lesson sequence:**  1. Project objectives for the day, including the definition for the term “allusion.”  2. In small groups, students will identify at least three allusions that have been used by Orwell up to this point in the book.  3. Reading: Students will have the remainder of the hour to read chapter eight and answer corresponding questions on the chapter.  **Closure:** Who was following Winston in the ally?  **Homework:** Finish reading/question sheet. Quiz on chapters 6-8 when students walk into the room. |
| **10/24/2014 Learning Objectives**  1. Complete a pre-test of the narrative reading unit of study  2. Self-assess personal growth as a reader over the course of the first English unit of study  3. Self-assess personal growth as a writer over the course of the first English unit of study  4. Compare writing samples after instruction to writing samples before instruction  5. Utilize ACT writing rubric to self-assess both ACT persuasive essays written this school year.  6. Reflect on improvement as a reader over the course of the expository text reading unit of study  7. Organize personal documents into a personal portfolio  **Core Standards Addressed:**  **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  **Opener:** Students will be instructed to pick up their clickers on the way into the room. They should have everything put away.  **Lesson sequence:**  1. Complete a pre-test on the narrative text unit of study (use clickers; scrap papers as needed)  2. Distribute new notes journals; students will have multiple pages to staple to their notebook sheets of paper.  3. Distribute “ACT Writing Personal Growth Reflection” worksheet. Students will compare and contrast their original essay to the post-instruction essay. They will also utilize the ACT writing rubrics, and samples, to rate their essays.  **Closure:** Submit ACT writing personal growth reflection sheet before leaving the room. | **10/24/2014 Learning Objectives**  1.Analze and discuss main ideas from chapter 8 of Orwell’s “1984”  2. Complete a formative assessment of chapters 6-8 or Orwell’s “1984” with 80% accuracy or better.  3. Apply themes and major ideas from 1984 to our world.  Core Standards Addressed:  RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  Opener: Students will be prompted to pick up their clickers; they will complete a quiz over chapters 6-8 of section one (1984)  **Lesson sequence:**  1. Review schedule for next week: Test Monday, Essay Prompt Tuesday, moving on to section two on Wednesday.  A. Mystery Envelopes (structured discussion) Students will receive an envelope with a symbol on it, containing a discussion prompt on a sheet of paper. Students will prepare a one-minute tutorial for their classmates that answers the discussion prompt and refers to multiple textual examples. Students should be searching/scanning for multiple examples at this time.  **Prompts:**  1. Identify the major and minor conflicts in the story. Pay attention to how the author develops these conflicts. (person vs – five forms)  2. Identify the major and minor themes found in the novel. Pay attention to how the author develops these themes. (Use a rough definition for the term theme. It won’t be a formalized “lesson” like you studied as ninth grade students…not just yet).  3. Identify the major and minor symbols found iin the novel. Pat attention to how the author develops these symbols. (Varicose ulcer?)  4. Track how the author uses language (description, imagery, metaphor, irony, humor) to make the story richer.  When finished, groups will share their work with the rest of the class.  B. Students will talk about these Chapter 8 discussion prompts:  1. What does Winston buy and what about this object was appealing?  2. Thought question: What might the object symbolize?  3. Before Winston leaves the store, what does the man show him? Theorize: How might this room be important to Winston in the future?  4. Explain the bookshelf.  5. During Winston’s purchase and during the children’s song, money is discussed. What is different about the money now as opposed to before the revolution?  (Play Oranges and Lemons song for the class)  6. Who passes Winston on the street? What does he have the desire to do to this person?  **Closure:** Remind students of test Monday, and upcoming paper to be written in class on Tuesday/Wednesday and submitted by Friday.  **Homework:** Study for test |