**Jeremy Fielder Lesson Plans 11/17-11/21**

**English 9 English 12**

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| **11/17/2014 Learning Objectives**1. Students will compose a persuasive essay that evaluates the morality of the protagonists from “The Gift of the Magi” or “The Most Dangerous Game”**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:** Students will be prompted to have finished graphic organizers ready for teacher review. They should have a notebook sheet of paper ready to write as soon as they bell rings.**Lesson sequence:**.1. Students will be able to use their outlines for their ACT persuasive essays, and nothing else.2. Students will have the remainder of the hour to write their persuasive essays, following the format on their graphic organizers.3. While students are working, the teacher will circulate around the room and check persuasive essay graphic organizers for completion. If students didn’t complete their sheet, they’ll have to sign and date a “why” sheet, and write specifically why they were unable to finish their homework on time.4. Students needing more interventions will be partnered with peer tutors to work on establishing starter ideas for their paragraphs.**Closure:** Submit Essays at the end of the hour.Homework: Some students will be allowed to take their persuasive essays home to finish them; they are due the following day. | **11/17/2014 Learning Objectives**1. Submit, via Google Documents, chapter three of an autobiography2. Begin writing chapter four of an autobiography.**Core Standards Addressed**W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.W.11-12.5: 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.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**Opener: Reminders –** A. Past TenseB. Be descriptive…be detail-orientedC. Keep Tone as consistent as possible…if your content is upbeat, choose words to reflect that; if content is not upbeat, then choose words to reflect that as well.**Lesson sequence:**1. Be as clear as possible for your readers…put them there at the scene of everything!2. Travel to computer lab to type questions/responses, and to begin typing chapter one of narrative.**Closure:** Students should share chapter three as soon as it is finished. |
| **11/18/2014 Learning Objectives**1. Utilize narrative text comprehension strategies while reading the short story “The Necklace”2. Construct two original themes for the short story “The Necklace”3. Determine whether sample sentences require a colon or semi-colon (80% accuracy or better)**Core Standards Addressed:**L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**Opener:** Sentences needing a colon or semi-colon will be projected; students will determine which is needed between the two punctuation marks.**Lesson sequence:**1. A short video clip will be played. Students will write about the time when they tried too hard to fit in. Students will then analyze images that relate to major themes of “The Necklace”2. Distribute narrative text reading strategy sheets for students to use while reading “The Necklace”; explain some unfamiliar terms/phrases that will be used (French words: Monsieur, Madame, etc.)3. Reading: “The Necklace” by Maupassant. (Some classes will read it as a dialogue with multiple characters rather than just one person reading).4. *Breaks will be made available for students throughout the class.****Closure evaluation:*** *Students will write down two possible themes of the short story. These will be evaluated as a quiz* | **11/18/2014 Learning Objectives**1. Read through chapter 8 of section two of the novel 1984; analyze the flashback presented by Orwell, and theorize why Orwell chooses to insert it into the novel at the spot he does.2. Students will critically read and interpret chapter 8, section two of the novel 1984, describing the character O’BrienCore 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.11-12.5:** 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 sit quietly and be prepared for reading to begin as soon as class starts.**Lesson sequence:**1. Read chapter 7 from section two of Orwell’s 1984. 2. When finished, students will write to theorize why Orwell chooses to insert the flashback to Winston’s mother just before he makes a commitment to Julia.3. Re-iterate the importance of Orwell’s usage of flashbacks in 1984 in order to enhance meaning and convey a specific message to readers.3. Read through chapter 8, focusing on analyzing the character of O’Brien.**Closure:** Is O’Brien a friend or a foe? Explain your response.**Homework:** Finish reading chapter 8, and chapters 6 and 7 question sheets. |
| **11/19/2014 Learning Objectives**1. Students will explain the differences between direct and indirect characterization, and will pick out specific examples of direct and indirect from the narrative “The Necklace”2. Students will diagram the plot structure for “The Necklace”3. Students will identify the protagonists, antagonists, and form of conflict for “The Necklace.”4. Compose sentences that correctly use colons and semi-colons.**Core standards addressed:** RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**Opener:** Students may use their punctuation rule sheets to write four original sentences: two correctly using a semi-colon, two correctly using a colon.**Lesson sequence:** 1. Question: What form of conflict is evident in “The Necklace?” Who are the protagonists and the antagonist(s)?2. Discuss the opener; form of conflict in the Necklace.3. Students will spend 10 minutes working individually on their plot diagrams for the Necklace. Once finished, students will take a formative assessment on events of the plot.4. Direct vs. indirect characterization:The definitions for the different forms of characterization will be projected. Students will first be asked to collaborate to find examples of indirect characterization and direct characterization in the text. **Closure**: Students will, based on their evidence, “characterize” Madame Loisel from “The Necklace”**Homework: Study guide for test Friday.** | **11/19/2014 Learning Objectives**1. Explain, in detail, how and why “War is Peace” in the world of Oceania2. Explain how the Party “uses” war as a means to control the masses3. Theorize why the Party’s plan would suffer if people of Oceania were allowed to know people from different countries/races.**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.11-12.6:** 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).**Opener:** Students will complete a brief true/false quiz over chapter 8, using clickers.**Lesson sequence:**1. Discussion: What is the purpose of war in our world?2. Students will open their books to page 179, and will begin following along with question sheets. As they read, students will be prompted to seek answers to the following prompts:A. How is the party slogan “War is Peace” true in Oceania?B. How does the party use war as a means to controls its population?C. What would happen if people from Oceania were permitted to know people from the other superstates? **Closure:** Students will answer the three questions on a notebook sheet of paper, to the best of their ability.**Homework:** Finish chapter 9 question sheet through question number 14. |
| **TEST STUDY SESSION: 7:10 AM****11/20/2014 Learning Objectives**1. Students will review for a test on short story terms and concepts from the narrative texts unit of study 2. Read and classify plot events from a narrative from NPR online.**Core Standards Addressed:** **L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**Opener:** Comma rules evaluation; students will use their clickers to complete it.**Lesson sequence:** 1. Students will pick up a short narrative next (NPR). Students will classify the events from the story into plot terms (opener sheets)2. Review plot terms from short story.3. Review session: Students will play a review game of their choice to help them prepare for the following day’s unit test on reading narrative texts.4. When finished with the review, they will have a chance to quietly review for the test, and to work on their study guides.**Homework:** Complete study guide for extra credit on the English test.. | **11/20/2014 Learning Objectives**1. Submit, via Google Documents, chapter two of an autobiography2. Begin writing chapter four of an autobiography.**Core Standards Addressed**W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.W.11-12.5: 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.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**Opener: Reminders –** A. Past TenseB. Be descriptive…be detail-orientedC. Keep Tone as consistent as possible…if your content is upbeat, choose words to reflect that; if content is not upbeat, then choose words to reflect that as well.**Lesson sequence:**1. Be as clear as possible for your readers…put them there at the scene of everything!2. Travel to computer lab to type questions/responses, and to begin typing chapter four of a narrative.**Closure:** Students should share chapter three as soon as it is finished. |
| **TEST STUDY SESSION – 7:10 AM****11/21/2014 Learning Objectives**1. Students will complete a summative evaluation on a test of concepts/skills learned during the short story unit of study.2. Students will receive an assignment sheet for upcoming research paper.3. Students will draft three academic, three personal, and three English 9 goals for the second nine weeks of school.**Core Standards addressed:** RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a textW.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**Opener:** Students will be prompted to turn in completed study guides and to grab their clickers in preparation for the test.**Lesson sequence:**1. Distribute summative tests; students will use CPS data collection system to answer the test questions.2. When finished, students will pick up a “research assignment sheet” and will read through the assignment. | **11/21/2014 Learning Objectives**1. Critically read and interpret the second section two, chapter 9 from Orwell’s 1984.2. Analyze the saying “Ignorance is Strength” and how that saying is true in Orwell’s 1984.3. Review how “War is Peace” in Orwell’s world.4. Connect Goldstein’s book to Communist ideals**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.**Opener:** Students will complete a formative quiz over the first portion of chapter 9 (15 questions, T/F using clickers); when finished, students will be prompted to re-read their excerpts from the “Communist Manifesto.”**Lesson Sequence:**1. Review of terms: Bourgeoisie, Proletariat, Socialism, Collectivism, Oligarchy. 2. Refer students to terms on backside of the study guide.3. Read the second portion of section two, chapter nine of 1984. As students listen, they will answer questions based on the text. 4. The students will also be prompted to think about how “Ignorance is Strength” in relation to the content of Goldstein’s book.**Closure:** Students will write three trouble-ticket entries on chapter 9. **Homework:** Finish Chapter 9 and corresponding questions; students will be prompted to work on their test study guides, as the test will take place next Wednesday. |