**Jeremy Fielder Lesson Plans 1/26-30**

**English 9 English 12**

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| **1/26/2015 Objectives**  1. Analyze and describe historical and cultural “feuds” as they relate to the family feud in Romeo and Juliet  2. Review poetry and narrative “terms to know” for study of Romeo and Juliet  3. Introduce “Freshmen Feud” in conjunction with study of Romeo and Juliet  **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.  RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  L.9-10.1a: Use parallel structure.\*  **Opener:** ACT worksheet “pre-test” – have students complete it, grade the results, but don’t go into depth regarding answers.  **Lesson sequence:**  1. What is a feud? Describe your own personal feud or rivalry. (Three-minute free-write)  Another two-minute free-write: Write everything you know and your experiences with “Shakespeare” and “Romeo and Juliet.”  2. YouTube clips:  A. Ohio State/Michigan  B. Red Wings/Avalanche (from 1990's)  C. Red sox/Yankees  <http://www.youtube.com/watch?v=Oyp5NZa4tA8>  D. Hatfield's and McCoys  3. Major ideas/themes from Romeo and Juliet and how they relate to the concept of “Rivalries” that were just shown.  4. Distribute “fill in the blank” notes sheet for Romeo and Juliet presentation. Sheet must be completed by the beginning of the hour Monday. Direct students to Sharepoint site for the presentation.  5. Divide teams up into Montagues and Capulets. Explain shield assignment, scoring, and banishment procedures for “Freshmen Feud”  6. Students will work individually on shield assignment for the remainder of the hour. When finished with their shields, students will hang them in the appropriate spot on the board “Montague or Capulet.”  **Closure:** Why do rivalries take place? What is usually the result of rivalries between individuals (not necessarily teams/organizations)?  **Homework**: View Powerpoint presentation and fill-in-the-blank notes by Thursday; finish shield for “Freshmen Feud.” | **1/26/2015 Objectives**  1. Identify and describe the different forms of propaganda  2. Identify forms of propaganda evident in WWII posters  3. Apply term “rhetoric” and its function in propaganda  4. Analyze speeches by FDR and Hitler, identifying and describing types of propaganda/rhetoric utilized in the speeches.  5. Review and utilize active reading strategies while reading a historical document  **Core Standards Addressed:**  RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  b.Analyze nuances in the meaning of words with similar denotations.  **Opener:** Project different statements. Students will decide which form of propaganda each statement can be classified as.  **Lesson sequence:**  1. Re-distribute types of propaganda sheets; students will grade their quizzes using the sheets.  2. Introduce methods students can use the enhance their understanding of speeches/expository texts (reading strategies)  3. Students will listen to and analyze a speech from FDR (Pearl Harbor bombing)  4. After listening, students will have an opportunity to write the types of propaganda they heard in the speech.  <http://www.youtube.com/watch?v=9uCGxk-v-Mc&feature=related>  5. Students will read and analyze Hitler’s Order of the Day (April 6, 1941), picking out specific forms of propaganda utilized.  **Closure:** Re-post essential unit questions. Students will decide which speech utilized more powerful language, and which three types of propaganda are most powerful when utilized correctly. |
| **1/27/2015 Objectives**  1. Complete a formative assessment on poetry “terms to know” with 80 percent accuracy or better.  2. Analyze and describe the works of William Shakespeare, the Globe Theater, and Shakespearean England  3. Describe the main characters in “Romeo and Juliet.”  **Core Standards Addressed:**  RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  **Opener:** ACT “50 skills” opener to be projected (from question #1 of the English section) – subject/verb agreement.  **Lesson sequence:**  1. Shakespeare: biography channel 5 minute clip: <http://www.youtube.com/watch?v=geev441vbMI>  2. Students will have the majority of class to access Mr. Fielder’s Weebly site to fill-in-the blank notes on Shakespeare’s world, using a power-point presentation that is available online to them.  3. Video: begin at 1:52!!!!! <http://www.youtube.com/watch?v=9oPe7tG0vYs>  2. Highlights of notes sheets and facts/tid-bits to be shared with students via side-notes  A. Slide 10: Never published any of his plays  B. Slide 14: Based on a true story (actually happened in Verona)  C. Slide 17: Groundlings, “special effects” of Shakespeare’s plays, Shakespeare writing plays for a broad audience.  D. Slide 18: All actors were males  E. Slide 20: clarify stage directions  F. Slide 21: Second person: formal vs. informal  G. Slide 22: Acts and Scenes  H. Slide 25: three categories: Histories, Comedies, tragedies  I. 27: Servants are often comic relief during tragedies, so expect funny lines  J. 29: setting  K. 34. Soliloquey/monologue/aside  L. 35: Blank verse head’s up (review verse, meter, foot)  M. 37: Structure of Shakespeare’s plays  N. Starting at 42: The characters  **Closure:** Formative assessment on Shakespeare’s Biography Questions; give head’s up that the Shakespearean history quiz will be Friday at the beginning of the hour. | **1/27/2015 Objectives**  1. Employ expository reading strategies while reading a biographical article of Elie Wiesel.  2. Model vocabulary in context strategy for the Forward of the novel.  3. Explain Wiesel’s purpose for writing, and his use of powerful language  **Core Standards Addressed:**  RI.11-12.2: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.  RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  **Opener: Students will pick up and complete a pre-test on “Night” to the best of their ability.**  **Re-Opener:** Students will read through a biographical excerpt on “Elie Wiesel” and will list five “essential facts” that they feel are most important for them to know leading up to the reading of Night.  **Lesson Sequence:**  1. Share most important “facts” from opener reading.  2. Project unit themes and essential questions; remind students of “rhetoric” and “powerful language”  3. Vocabulary in context strategy sheet for the Preface of the book: Clearly explain vocabulary procedure for the words in the book.  A. Why did Wiesel write this book?  B. How did he hope to change the world through his words?  C. What struggles did he have with language?  **Closure:** What is the single most powerful line/passage from the forward; WHY is it the most powerful?  **Homework:** Finish vocabulary in context sheet, along with questions, for Preface of the novel. |
| **1/28/2015 Objectives**  1. Schedule classes for next year  2. Discuss highlights of Shakespearean Background Notes  **Core Standards Addressed:**  RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **Opener:** ACT skills opener #2 “The One Subject/Verb Trick”  **Lesson Sequence:**  2. Highlights of notes sheets and facts/tid-bits to be shared with students via side-notes  A. Slide 10: Never published any of his plays  B. Slide 14: Based on a true story (actually happened in Verona)  C. Slide 17: Groundlings, “special effects” of Shakespeare’s plays, Shakespeare writing plays for a broad audience.  D. Slide 18: All actors were males  E. Slide 20: clarify stage directions  F. Slide 21: Second person: formal vs. informal  G. Slide 22: Acts and Scenes  H. Slide 25: three categories: Histories, Comedies, tragedies  I. 27: Servants are often comic relief during tragedies, so expect funny lines  J. 29: setting  K. 34. Soliloquy/monologue/aside  L. 35: Blank verse head’s up (review verse, meter, foot)  M. 37: Structure of Shakespeare’s plays  N. Starting at 42: The characters | **1/28/2015 Objectives**  **1.** Read pages xvii-12 of the memoir “Night” by Elie Wiesel.  2. Use context clues to identify and define unfamiliar terms from pages xvii-12 of the memoir “Night”  3. Use reference materials to define unfamiliar words from pages xvii-12 of the memoir “Night”  4. Analyze examples of figurative language utilized in the first chapters/sections of “Night”  **Core Standards Addressed:** L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  RI.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.11-12.4: 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:** Project terms “Rhetoric” and essential questions for the unit of study. Explain procedures for quizzes in regards to reading (questions will come directly from Night reading sheets).  **Lesson sequence:**  1. Students will read from pages xvii-the page break on page 12.  2. As they read, students will complete a vocabulary in context sheet, including vocabulary words from the forward, from the text, and Jewish terms utilized.  3. Reading will be stopped at key/crucial points in the text.  **Closure:** Definitions terms quiz (brief); Alert students to brief writing/opener quiz the following day (quiz will be based on their assigned reading)  **Homework:** Finish vocabulary word sheet |
| **1/29/2015 Objectives**  1. Interpret Shakespeare’s early modern English  2. Translate lines from Shakespeare’s plays into modern English  3. Define “thee, thou, thy, and thine”  4. Explain the difference between thee/thou/thine and you during Shakespeare’s time.  **Core Standards Addressed:**  RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **Opener:** “Challenge” Thursday reading/writing  **Lesson sequence:**  1. Have students write a “silent” conversation with one other person (three lines per person, double-space the lines).  2. Show wedding vows with “thee.”  3. Explain the difference between thee, thou, thine, and your during Shakespeare’s time.  What is the difference between “denotation” and “connotation/?”  <http://homepages.wmich.edu/~cooneys/tchg/lit/adv/shak.gram.html>  4. Modify conversations using second-person pronouns  5. Verb inflection; modify conversations using verb inflections  6. Sentence structure (notecards will contain three different sentences, one word per card). Students will have three minutes to sort out Shakespeare’s sentences; once finished, special attention will be paid to the word order in the sentences.  LINES:  "A glooming peace this morning with it brings." (Romeo and Juliet)  "That handkerchief did an Egyptian to my mother give." (Othello)  "Thy shape invisible retain thou still." (The Tempest)  7. Show this clip (decoding Shakespeare): <http://www.youtube.com/watch?v=tncNNdVTQI8>  Closure: Distribute lines to be translated: <http://www-tc.pbs.org/shakespeare/educators/handouts/lng-lp_punny1.pdf>  Students will work together to translate the lines, using all resources from the day’s class session. | **1/29/2015 Objectives**  1. Describe major characters/plot development from pages 3-12 of Night  2. Read and analyze pages 12-22 of the memoir *Night*  3. Use context clues to define challenging vocabulary from the specified pages.  **Core Standards Addressed:**  L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  RI.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.11-12.4: 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:** Quiz questions: 1. What exactly happened to Moishe the Beadle? 2. Where did Elie want to travel to? What was his father's response?  **Lesson sequence:**  1. Review answers for opener quiz (once it is handed in)  2. Discussion prompts for pages 3-12 (per power point presentation/reading focus sheet)  3. Reading: Pages 12-22. Students will use context clues to define vocabulary from the pages, and will answer focus questions for their reading of the memoir.  **Closure:** Vocabulary quiz reminder for Tuesday. Quiz will be over words from the first two pages of the vocabulary in context sheets.  **Homework:** Study for vocabulary quiz Monday |
| **1/30/2015 Objectives**  1. Dramatically read and interpret famous “death” lines of Shakespeare’s plays  2. Dramatically read and interpret Shakespearean insults  3. Interpret and translate Shakespearean lines and insults.  **Core Standards Addressed:**  **SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate**.**  **RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  **Opener: Quiz – Shakespeare/Romeo and Juliet Background Notes**  **Lesson sequence:**  1. Shakespeare’s use of language (insults) video clip: <http://www.youtube.com/watch?v=vdCjKH5IKJ8>  **2. Formative assessment:**  A. What is the Shakespearean word for “you?”  B. What happens to many verbs like “lie?”  **3. Shakespearean insults**  A. Distribute script for Shakespearean insults: “An insulting conversation”  B Dramatically read; then, have students use Shakespeare hand-outs to decode the specific, numbered lines (assign one line per person) - “80 troublesome words; 125 odd words” handouts  **4. Distribute “Death Line” cards**  **5. Students will be instructed to read the line silently and try to visualize the death, as they will be interpreting the lines dramatically.**  **6. Students will have four minutes to practice the “death line” before their performance.**  **7. Once “dead,” students must lay on the floor until all lines are read/finished.**  **Formative assessment:**  1. Students will re-write their lines in modern-language, taking into account the learning from the previous two days.  **ALTERNATE LESSON PLANS**  1. Analyze and describe the structure and function of “Iambic Pentameter” and “Blank Verse” in Romeo and Juliet  2. Participate in “Living Iambic Pentameter” using Prologue to demonstrate stressed and unstressed syllables.  3. Analyze the rhyme scheme, verse, and meter for the “Prologue” of Romeo and Juliet.  **Core Standards Addressed:**  L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  **Opener**: ACT “50 skills” opener.  **Lesson sequence:**  1. Students will read “Shakespeare's Language” pages xx-xx from the book “Shakespeare for dummies”  2. Living Iambic pentameter: select ten students to stand in front of the class. Each student will represent a “foot” or “Iamb” of stressed and unstressed syllables. Students will read aloud “ta-Tum, ta-Tum, ta-Tum, ta-Tum, ta-Tum.” Students will recognize this as the meter of Shakespeare's plays, either in the form of his sonnets, or blank verse.  3. Prologue: The students will receive cards with stressed and unstressed syllables from the prologue. Students will read, just as they did, through the stressed and unstressed syllables to demonstrate “living iambic pentameter.”  4. Students will complete a sheet to break down the prologue from “Romeo and Juliet.” They will identify the rhyme scheme, the meter, and the form of verse utilized, including the labeling of feet and unstressed/stressed syllables  **Closure quiz**: What is Iambic pentameter? What is the difference between a soliloquy and blank verse? Why did Shakespeare write in iambic pentameter? Remind students of Shakespeare Quiz the following day!!! Also, students should be studying their “terms to know.”  ASSIGN ROLES/PRE-READING FOR THE FOLLOWING DAY; ROLES MUST BE READ THE NIGHT BEFORE PERFORMANCE  **Homework**: Study Shakespeare notes for quiz tomorrow. | **1/30/2015 Objectives**  1. Read pages 23 through 46 of the memoir “Night”  2. Review key vocabulary words for preface through page 22  3. Answer thematic questions and identify examples of powerful language in the memoir Night.  **Core Standards Addressed:**  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).  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.  L.11-12.4. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  **Opener:** Is it ever appropriate to lie? Explain your rationale, citing a specific example. (four minutes)  **Lesson sequence:**  1. Students will work individually on reading pages 23-46 of Night.  2. During reading, students will use context clues to identify and define specific vocabulary. They should identify the context of the work, come up with a working definition, the consult reference materials to define the word.  3. Once finished, students will respond to reading focus questions, as well as identifying two examples of powerful language in the text.  **Closure:** Formative reading/discussion questions.  **Homework:** Quiz on vocabulary from preface through page 22; Packets finished through page 46. |