**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English II Pre-AP** |
| **Week of:**  **Sept. 8 - 11** | **Unit Name:**  **The Epic of Gilgamesh** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  **What is a Hero?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of myths, legends, stories about heroes** |
| ***(1A)* Common Core/State Standards:**  **L.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and well as inferences drawn…**  **L.RL.9-10.3: Determine a theme or central idea of a text and analyze in detail its development over the course of the text,…**  **L.RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot develop the theme.**  **L.RL.9-10.4,5: Determine the meanings of words and phrases; analyze a particular point of view,…**  **L.RI.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.**  **L.RI.9-10.2: Determine a central idea of a text and analyze the development over the course…**  **L.RI.9-10.5-6: Analyze in detail how an author’s ideas or claims are developed; determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view…**  **L.RI9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid,…**  **L.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.**  **10.1a: Introduce precise claims, distinguish the claims from alternate or opposing claims, …**  **10.1b: Develop claims and counterclaims fairly, supplying evidence for each…**  **10.1c: Use words, phrases, clauses to link major sections of text, create cohesion, clarify relationships…**  **L.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately,…**  **10.2a: Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions,…**  **10.2b,c,d: Develop the topic with well-chosen, relevant, and sufficient facts; use appropriate transitions and precise language,…**  **L.SL.9-10.1: Iniatie and participate effectively in a range of collaborative discussions,…**  **10.1a: Come to discussions prepared, …** | |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**  **All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented.** | ***(1D)* Resources/Materials:**  Novel, Unit Plan |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand?**  **Daily: Cold Call, Critical Thinking Questions**  **This Week: Gilgamesh, Appositives** | |

|  |  |
| --- | --- |
| MONDAY  ***(1C)* Learning Target: NO SCHOOL**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| TUESDAY  ***(1C)* Learning Target: I understand the definition of the Hero Archetype. I will demonstrate this by brainstorming, with my table, stories or myths of other Heroes in Literature.**  ***(1C)* Do Now: “Define a Hero”** | (***1F)*Embedded Formative Assessment: Vocabulary words/Greek roots recorded**  ***(1B)*Closing Activity: Share out definitions of a Hero**  **HW: Read the History of the Epic and the Discovery of the Tablets** |
| WEDNESDAY  ***(1C)* Learning Target: I will begin a group Heroic tale with my group, using the parameters of a hero archetype.**  ***(1C)* Do Now: Pop quiz over reading** | (***1F)*Embedded Formative Assessment: Outline for Hero story.**  ***(1B)*Closing Activity: Discuss why we still read ancient literature. Share out thoughts with your group.**  **HW: Read Prologue, Ch. 1; Ch. 2** |
| THURSDAY  ***(1C)* Learning Target: I will participate in a critical thinking discussion over reading.**  ***(1C)* Do Now: Quiz over Reading** | (***1F)*Embedded Formative Assessment: Participation in discussion**  ***(1B)*Closing Activity: Share out character analysis thoughts (Gilgamesh)**  **HW: Read Ch. 3, 4** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocabulary Quiz. I will demonstrate comprehension of Gilgamesh by participating in a group discussion of Gilgamesh’s and Enkidu’s relationship.**  ***(1C)* Do Now: Quiz over Reading** | (***1F)*Embedded Formative Assessment: Vocab. Quiz**  ***(1B)*Closing Activity: Share-out thoughts about relationship.** |
| **Vocabulary**  **Abate**  **Assuage**  **Dank**  **Din**  **Doleful**  **Spectral**  **Rampart**  **Vex**  **Sate**  **Meld** | |
| **Latin/Greek Roots**  **Helios = sun helium, heliotrope**  **Chronos = time chronological, chronic** | |
| **Literary Elements/Rhetorical Devices**  **Lamentation**  **Apophasis**  **Asyndeton** | |

|  |  |
| --- | --- |
| \*Refers to NMTEACH Rubric:  1A-Demonstrating knowledge of content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-Designing student assessment | Formative Assessment includes, but is not limited to:  Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment. |