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

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English II** |
| **Week of:**  **April 18 - 22** | **Unit Name:**  **The Things They Carried** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  **What do you carry with you? Why is it important to you? How would you feel if you lost it?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of Vietnam** |
| ***(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:**  Videos on Vietnam; articles on Quang Ngai and the My Lai Massacre, Novel Unit Plan, Novel |
| ***(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: FRQ Question; Pop Quizzes**  **This Week: The Things They Carried** | |

|  |  |
| --- | --- |
| MONDAY  ***(1C)* Learning Target: I have thought introspectively about the things I carry, and have jotted down some notes addressing the Do Now Questions. I will share this with the class if I so choose.**  ***(1C)* Do Now: What do you carry with you? Why is it important to you? How would you feel if you lost it?** | (***1F)*Embedded Formative Assessment: Share out Do Now question if choose.**  ***(1B)*Closing Activity: Listen to The Big Read, and Tim O’Brien’s Introductory comments**  **HW: Read the background of the Vietnam War and be prepared for quiz WED.**  **\*\*For each of the stories in the book, you are to write a one paragraph synopsis of it, addressing the ways each of the stories deals with O’Brien’s memories of times before, during, or after the war.** |
| TUESDAY – Marilyn in for me  ***(1C)* Learning Target: I will work on my Old Man and the Sea Final. I will self-edit and/or peer edit my essays.**  ***(1C)* Do Now: What did you know, and what did you learn about the Vietnam War? Did your opinion change? Share out comments for 5 – 10 minutes.** | (***1F)*Embedded Formative Assessment: Participation in discussion; work on Final**  ***(1B)*Closing Activity:** |
| WEDNESDAY  ***(1C)* Learning Target: I will pass the Vietnam quiz. I will read Tips on Reading a Collection of Linked Short Fiction, and share out comments about its meaning with my tablemates.**  ***(1C)* Do Now: Quiz over Vietnam article** | (***1F)*Embedded Formative Assessment: Group participation in discussion.**  ***(1B)*Closing Activity: Prediction share out about TTTC**  **HW: Read: “The Things They Carried” and “”Love”** |
| THURSDAY  ***(1C)* Learning Target: I understand how writing the first chapter in the third person point of view and then switching to the first person POV in “Love” is effective. I can address the Do Now question and participate in a discussion.**  ***(1C)* Do Now: How did you react when you realized the author was a soldier, and not just the storyteller? Is this effective method of writing? Explain your answer.** | (***1F)*Embedded Formative Assessment: Discuss Do Now question.**  ***(1B)*Closing Activity: What is the author’s purpose in switching points of view?**  **HW: Read the next three stories – “Spin” “Rainy River” “Enemies”** |
| FRIDAY  ***(1C)* Learning Target: I understand Narrative storytelling, as well as point of view in TTTC. I will write a paragraph about how this reflects the emotional and physical toll of war.**  ***(1C)* Do Now: You are almost of “draft” age. What three personal items would you take to war, and why?** | (***1F)*Embedded Formative Assessment: FRQ discussion after 40 min. to write; cite**  ***(1B)*Closing Activity: Youtube bio on Tim O’Brien**  **HW: For Monday, READ “Friends” “How to Tell…” “The Dentist”** |
| **Vocabulary**  **Words on whiteboard** | |
| **Latin/Greek Roots**  **Ergon = work energy, ergometer, allergy, synergy**  **Orthos = straight, correct orthodox, orthodontist, orthopedist, orthotics** | |
| **Literary Elements/Rhetorical Devices**  **See whiteboard** | |

|  |  |
| --- | --- |
| \*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. |