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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English II Pre-AP** |
| **Week of:**  **Sept. 22 – 26** | **Unit Name:**  **Epic of Gilgamesh** |

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| ***(1A)\**Essential Question(s):**  **Discuss the affect of Enkidu on the hero aspect of Gilgamesh. Are the concepts of Power, Fear, Acceptance, Control present in your everyday life?** | ***(1A/1B)* Connections (prior/future learning):**  **Prior knowledge of epic heroes**  **Prior experience with bullying, peer pressure, social hierarchies** |
| **Common Core Standards**  **RL8.1 – Cite textual evidence that strongly supports an analysis…**  **RL8.6 – Analyze how differences in points of view…create such effects as suspense or humor.**  **W8.1 – Write arguments to support claims with clear reasons and relevant evidence.**  **SL8.1 – Engage effectively in a range of collaborative discussions…**  **L8.1 – Demonstrate command of conventions..**  **L8.4 – Determine or clarify meaning of unknown and multiple-meaning words or phrases…** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: Epic of Gilgamesh Novel/Prepositional phrases, Active-Passive Voice/Lord of the Flies**  **Students: Gilgamesh Novel/Lord of the Flies 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? \*Socratic dialogue/group character analysis**  **Daily: Cold Call/Prepositions**  **This Week: Gilgamesh Final – Due Fri., 9/26; Begin Lord of the Flies** | |

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| MONDAY  ***(1C)* Learning Target: I will address the Critical Thinking Questions, using TBE.**  ***(1C)* Do Now: Prepositions Practice** | (***1F)*Embedded Formative Assessment: Critical Thinking Questions**  ***(1B)*Closing Activity: Progress on Final** |
| TUESDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary Words. I will use five of them in a two minute conversation with a partner.**  ***(1C)* Do Now: Preposition practice** | (***1F)*Embedded Formative Assessment: Progress on Final**  ***(1B)*Closing Activity: Students begin reading Lord of the Flies; Chapter 1 due tomorrow.** |
| WEDNESDAY  ***(1C)* Learning Target: I will work with a partner on a Power Hierarchy chart of Lord characters. I will share my work with the class.**  ***(1C)* Do Now: Prepositional phrase practice** | (***1F)*Embedded Formative Assessment: Share out of Power Hierarchy chart.**  ***(1B)*Closing Activity: Read Chapter 2 for Thurs; be prepared to discuss how Power influences decision making.** |
| THURSDAY  ***(1C)* Learning Target: I can discuss how Power affects decisions and propels the action in L of the F.**  ***(1C)* Do Now: Active/Passive Voice** | (***1F)*Embedded Formative Assessment: Character analysis charts of main characters.**  ***(1B)*Closing Activity: Review Literary Devices for tomorrow’s quiz.** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocabulary Quiz.**  ***(1C)* Do Now: Find examples of Literary Devices in the newspaper; share out with class.** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz**  ***(1B)*Closing Activity: Continue reading Chapter 3 of L of the F after quiz.** |
| **Vocabulary:**  **Flout**  **Meld**  **Rend**  **Rife**  **Sage**  **Tresses**  **Dally**  **Hubbub**  **Chivalry**  **Haggard** | |
| **Latin/Greek Roots:**  **Dia = through, between, apart diagonal, diagnosis**  **Phobos = fear claustrophobia, agoraphobia** | |
| **Literary Elements:**  **Epic/Epic Hero**  **Anastrophe** | |

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| \*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. |