**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 content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-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.  |