**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:**  **Jan. 5 - 9** | **Unit Name:**  **Antigone** |

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| ***(1A)\**Essential Question(s):**  **Is Antigone a Heroine or a Villain?** | ***(1A/1B)* Connections (prior/future learning):** |
| **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: Audio Tape, Printed Copies of Antigone**  **Students: Copy of Antigone** |
| ***(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, Parallelism**  **This Week: Antigone** | |

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| MONDAY  ***(1C)* Learning Target: I will complete the Prologue questions of Antigone. I will then understand the background of the play.**  ***(1C)* Do Now: Define Vocabulary Words as partners, for the class.** | (***1F)*Embedded Formative Assessment: Prologue Questions. ORAL QUIZ on Greek Alphabet Fri!**  ***(1B)*Closing Activity: PARCC Question** |
| TUESDAY  ***(1C)* Learning Target: I understand the Plot in Antigone, as well as who the Hero, Antihero are (if there is one).**  ***(1C)* Do Now: Greek Alphabet** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity: PARCC Question** |
| WEDNESDAY  ***(1C)* Learning Target: I can identify the moral conflict/dilemma and irony in Antigone. I will prepare for a Socratic Seminar on this for tomorrow.**  ***(1C)* Do Now: Parallelism** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity: PARCC Question** |
| THURSDAY  ***(1C)* Learning Target: I will participate in a Socratic Seminar about the Moral Dilemma in Antigone.**  ***(1C)* Do Now: Greek Alphabet** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity: PARCC Question** |
| FRIDAY  ***(1C)* Learning Target: I will pass the Oral Quiz on the Greek Alphabet, and pronounce the letters correctly.**  ***(1C)* Do Now: Parallelism** | (***1F)*Embedded Formative Assessment: Oral Quiz on Greek Alphabet**  ***(1B)*Closing Activity: Assign Final Antigone Essay** |
| **Vocabulary:**  **Eclectic**  **Elucidate**  **Austere**  **Banal**  **Enmity**  **Demagogue**  **Diatribe**  **Gaff** | |
| **Latin/Greek Roots: LEARN THE GREEK ALPHABET – Quiz Friday** | |
| **Literary Elements:**  **Prologue**  **Parados**  **Strophe**  **Antistrophe**  **Epode**  **Ode**  **Paean**  **Exodus** | |

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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. |