**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:**  **Aug. 17 - 21** | **Unit Name:**  **The Great Gatsby** |

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| ***(1A)\**Essential Question(s):**  **Is “The American Dream” attainable today? How has the attitude of Americans changed?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of Prohibition, Jazz, The American Dream, Al Capone** |
| **Common Core 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, …**  **10.1c: Propel conversations,…**  **L.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically…**  **L.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc. – Group work, pair share discussions** | ***(1D)* Resources/Materials:**  **Teacher: Novels, The Great Gatsby, Unit Plans, SmartBoard, Jazz youtubes, Grammar practice**  **Students: Novels** |
| ***(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? Monitor peer discussions, Do Now book check, individual check-ins**  **Daily: Cold Call, Seminar participation**  **This Week: Great Gatsby, Topic vs. Thesis Statement** | |

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| MONDAY  ***(1C)* Learning Target: I understand the expectations of this class. I will write the Vocabulary words in my binder and decide how best to keep them together.**  ***(1C)* Do Now: Address question on board, in Do Now notebook.** | (***1F)*Embedded Formative Assessment: Check vocab words list for each student.**  ***(1B)*Closing Activity: Share-out expectations**  **HW: Read Intro/bio of GG** |
| TUESDAY  ***(1C)* Learning Target: I will read the short bio of F. Scott Fitzgerald and the summary of the book. I will share my prediction of what this book might be about with a peer.**  ***(1C)* Do Now: Record a fact you know about post WWI, the Roaring 20’s… Prepare to share with the class.** | (***1F)*Embedded Formative Assessment: Participation in sharing out.**  ***(1B)*Closing Activity: Offer prediction – cold call.**  **HW: Read Ch. Pgs. 1 - 20 – take notes on time period**  **ASSIGN project – due Aug. 26** |
| WEDNESDAY  ***(1C)* Learning Target: I will read an assigned essay about Fitzgerald. I will demonstrate comprehension by presenting what I learned from this essay. I will analyze the facts of character analysis, and depict my own version of the chart.**  ***(1C)* Do Now: Why is Nick confused and a little disgusted at the end of Chapter 1? Assign characteristics about him on a character analysis chart.** | (***1F)*Embedded Formative Assessment: Progress on PowerPoint – minimum of two slides.**  ***(1B)*Closing Activity: Share out one fact about topic.**  **HW: Read pgs. 21 - 40**  \*Computer work |
| THURSDAY  ***(1C)* Learning Target: I understand the meanings of this week’s vocabulary words. I will demonstrate this by pair-sharing sentences with at least three words.**  ***(1C)* Do Now: Is there indication in the first 20 pages that we will not “get at the truth” as Corrigan explains? Justify your answer.** | (***1F)*Embedded Formative Assessment: Progress on Power Point – two slides**  ***(1B)*Closing Activity: Share out comment about topic**  **HW: Read Prohibition and Harlem handouts.**  **\*Computer work** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocab. quiz**  ***(1C)* Do Now: Is Fitzgerald’s depiction of the time period consistent with what you learned in the articles? Explain and cite supporting evidence.** | (***1F)*Embedded Formative Assessment: Vocab. Quiz and Do Now question, with justification.**  ***(1B)*Closing Activity: Share out do now response.**  **HW: Read pgs. 41 – 60 for Mon.** |
| **Vocabulary:**  **Feign**  **Supercilious**  **Conscientious**  **Incredulous**  **Reciprocal**  **Wan**  **Complacent**  **Intimation**  **Infinite**  **Anon** | |
| **Latin/Greek Roots:**  **Greek alphabet** | |
| **Literary Elements:**  **Topic sentence**  **Thesis statement** | |

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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. |