**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. 8 – 12** | **Unit Name:**  **Media Literacy/Epic of Gilgamesh** |

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| ***(1A)\**Essential Question(s):**  **Why should we be Media Literate?** | ***(1A/1B)* Connections (prior/future learning):**  **Background exposure to commercials, magazines, internet ads, billboards, etc.** |
| **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: Media Literacy Unit, Gilgamesh Novel, Project commercials, etc., samples of junk mail, magazines**  **Students: Media Literacy materials for Project; Gilgamesh 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: Cold Call, Appositives**  **This Week: Gilgamesh, Media Literacy**  **Students will understand the subtlety of Language of Persuasion and will listen as other students point out advertisers’ true intent; analyzing and deconstructing projected commercials together will help students understand the complexities of “tricks.”** | |

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| MONDAY  ***(1C)* Learning Target:** I understand the qualities of a Hero  ***(1C)* Do Now:** Appositives – projected; define Vocabulary words | (***1F)*Embedded Formative Assessment:**  “What is a Hero?” Assign “My Hero.”  -Review qualities of hero  -Students work in groups  -Transfer work to chart paper  -Compose short story – must be typed  ***(1B)*Closing Activity:** Begin essay – write Intro Paragraph |
| TUESDAY  ***(1C)* Learning Target:** I will explain how *foreshadowing* is used in Chapter One of Gilgamesh. Students will discuss with a partner how it is used, and share out with class.    I will compose the first draft of my Media Literacy essay.  I will examine, through seminar, what the differences are between Gilgamesh and Enkidu in relationship to those they protect.  ***(1C)* Do Now:** Appositives | (***1F)*Embedded Formative Assessment:**  In class: “Woe is Me” lesson. Answer Free Response Question: “I wish I could see \_\_\_\_\_\_  Again.” Write for three minutes. Discuss emotions.  Continue “Hero” assignment.  ***(1B)*Closing Activity:** Deconstruct Super Bowl commercials |
| WEDNESDAY  ***(1C)* Learning Target:**  I can discuss in a Socratic Seminar whether Gilgamesh and Enkidu are *counterparts or contemporaries.*  ***(1C)* Do Now:** Clauses vs. appositives | (***1F)*Embedded Formative Assessment:**  “My Hero” continuation. Read passages of Gilgamesh aloud; discuss friendship  ***(1B)*Closing Activity:** Finish Rough Draft |
| THURSDAY  ***(1C)* Learning Target:** I will participate in a Seminar about whether Gilgamesh is a*Hero*  To understand and discuss why Enlkidu’s good qualities do not render him a hero, and why Gilgamesh’s bad qualities do. (As addressed in Hero project  ***(1C)* Do Now:** Why did the Gods create Enkidu? | (***1F)*Embedded Formative Assessment:** Answer Critical Thinking Questions  ***(1B)*Closing Activity:** Appositives Practice |
| FRIDAY  ***(1C)* Learning Target:**  I understand and can discuss why Enlkidu’s good qualities do not render him a hero, and why Gilgamesh’s bad qualities do.  ***(1C)* Do Now:** Write an example of anaphora and apophasis in Do Now books | (***1F)*Embedded Formative Assessment:** Vocabulary quiz  ***(1B)*Closing Activity: Present Projects** |
| **Vocabulary: Same as last week** | |
| **Latin/Greek Roots: Same as last week** | |
| **Literary Elements: Anaphora; Alliteration** | |

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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. |