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

|  |  |
| --- | --- |
| **Instructor’s name:** **P. Shain** | **Course/Grade:** **English II Pre-AP** |
| **Week of:****Sept. 8 – 12** | **Unit Name:** **Media Literacy/Epic of Gilgamesh** |

|  |  |
| --- | --- |
| ***(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.”** |

|  |  |
| --- | --- |
| 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** |

|  |  |
| --- | --- |
| \*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.  |