**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:**  **15 – 19** | **Unit Name:**  ***The Epic of Gilgamesh,*** Subject-Verb Agreement |

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| ***(1A)\**Essential Question(s):**  What defines friendship?  What defines a Hero? | ***(1A/1B)* Connections (prior/future learning):**  Prior true, lasting, fleeting friendship experiences |
| **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: *The Epic of Gilgamesh*** novel; Grammar practice, document reader  **Students: 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? Check for comprehension and participation in Seminar – everybody offers comment.**  **Daily: Cold Call; Grammar, and Socratic Seminar**  **This Week: Define Hero, role of Ishtar and Ninsun** | |

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| MONDAY – Discuss Chapter 4.  ***(1C)* Learning Target:** I understand this week’s Vocabulary Words. I will use five in a 2” conversation with a partner.  ***(1C)* Do Now:** Subject-Verb Agreement – projected practice | (***1F)*Embedded Formative Assessment:** Auditory monitor conversation and discussion. Media Literacy Presentations. Assign “What is a Hero?”  ***(1B)*Closing Activity:** Discuss how Istar’s and Gilgamesh’s conversation is risky – for humans. |
| TUESDAY  ***(1C)* Learning Target:** I will pass a Pop Quiz on Chapter 4.  ***(1C)* Do Now:** Why does Gilgamesh withdraw from the world of culture into that of Nature after his friend’s death? | (***1F)*Embedded Formative Assessment:** Discussion of Do Now question. Media Literacy Presentations. – Hero assignment due tomorrow.  ***(1B)*Closing Activity:** Cold call – Vocab. Word “quiz” |
| WEDNESDAY – Discuss Chapter 5.  ***(1C)* Learning Target:**  ***(1C)* Do Now:** Discuss the concept of reversal as portrayed in the stories of the lovers of Istar. | (***1F)*Embedded Formative Assessment:** Socratic Seminar**;** Media Literacy Presentations.  ***(1B)*Closing Activity:** “Hero” assignment. |
| THURSDAY  ***(1C)* Learning Target:** I understand how foreshadowing has been effective in Gilgamesh. I will discuss this in Seminar.  ***(1C)* Do Now:** Subject-Verb Agreement | (***1F)*Embedded Formative Assessment:** Seminar participation.  ***(1B)*Closing Activity:** Discuss the significance/role of dreams in Gilgamesh. |
| FRIDAY – Discuss Chapter 6, 7  ***(1C)* Learning Target:** I will participate in the Do Now discussion.  ***(1C)* Do Now:** Discuss and defend: “I understand why Enkidu’s good qualities do not render him a hero, and why Gilgamesh’s bad qualities do.” | (***1F)*Embedded Formative Assessment:** Assign Gilgamesh Final  ***(1B)*Closing Activity:** Finish Media Literacy Presentations. |
| **Vocabulary: The Epic of Gilgamesh**  Abate  Assuage  Dank  Din  Doleful  Pallid  Sate  Sentinel  Vex  Rampart | |
| **Latin/Greek Roots:**  **Graph = write, draw graphite, graphology**  **Logos – word, study logic, technology, geology** | |
| **Literary Elements:**  **Hyperbole**  **Expletive** | |

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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. |