**The Academy for Technology & the Classics**

**Lesson Plan Template**

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th/English 8th Honors** |
| **Week of:**  **March 17 – 21**  **SBA Testing – Tues., Wed., Th.** | **Unit Name:**  **\*Dulce et Decorum Est/Indefinite Pronouns Grammar review**  **Flowers for Algernon – 3rd Period** |

|  |
| --- |
| **Common Core/ NM Content Standards:**  RL8.1 – Cite textual evidence that most strongly supports an analysis of what the text says explicitly…  L8.2 – Determine a theme or central idea of a text and analyze its development…  RL8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, …  RL8.5 – Compare and contrast the structure of two or more texts and analyze how the differing…  W.8.1.b – Support claim(s) with logical reasoning and relevant evidence, …  W. 8.1.e – Provide concluding statement or section that ..supports the argument presented.  SL8.1 – Engage effectively in a range of collaborative discussions...in groups… |

|  |  |
| --- | --- |
| **Essential Question(s):**  **How does Irony support Theme?** | **Connections (prior learning/prior knowledge)**  **Previous lessons on theme development** |
| **Other considerations (modifications, accommodations, acceleration, etc.):**    Homogeneous group work | **Resources/Materials**  **Teacher:** Grammar projections  Flowers for Algernon novel  \*Dulce et Decorum and Once by the  Pacific poems  **Students: Do Now books/same as above** |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)**  **Daily**: DOL check – Cold Call    **This Week:** Review Indefinite Pronouns  Poetry analysis  **Unit:** “Dulce et Decorum Est” | |
| **Vocabulary – \*\*\***This and next week – from *The Hobbit*  Defray  Paraphernalia  Cavalcade  Amble  Purloin  Vex  Parapet  Runes  Quaff  Horde  \*antiquity  \*requisite | |
| **Latin Roots –** this and next week  Navis – ship, boat navy, naval, navigate, navigation  Discipulus – student disciple, discipline, disciplinary | |
| **Literary Elements –** this and next week  Anachronism – literally, “out of time” something in a story that could not have been there at the time. For example: Shakespeare using a Smart Phone  Bowdlerize – the removal of any suggestive material from a work in the interest of morality. For example, Otto Frank edited some of Anne’s personal commentaries from her diary. | |

|  |  |
| --- | --- |
| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAY  Learning Target-  I can understand the irony in “Once by the Pacific.”  I will demonstrate this by participating in a class discussion on the implication of the title, and how it propels the theme of impending doom. | Assignment(s) Due-  Review Grammar |
| TUESDAY  Learning Target-  SBA | Assignment(s) Due- |
| WEDNESDAY  Learning Target-  SBA | Assignment(s) Due- |
| THURSDAY  SBA | Assignment(s) Due- |
| FRIDAY  Learning Target-  I can explain how the **tone** and **figurative language** in “Dulce” contributes to the **implication** the author is conveying and how the **irony** of the last line of the poem, “Dulce et decorum est pro patria mori” contributes to the development of the **theme**.  To demonstrate comprehension, my group will create and present a poster, with TBE, that explains how these Literary Elements propel a theme. | Assignment(s) Due-  Group poster and self-reflection rubric |