



**Coretta Scott King Young Women's Leadership Academy**  
 2024-2025 Lesson Plan for 11<sup>th</sup> Grade (**American Literature**)

Good instruction is driven by the students' academic needs. Instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, adjustments of instruction will be made on a continual basis.

**Special Notes: Unit 3 AP students will complete some of these activities since they are also required to take the EOC.**

Teacher Name	Corendis Hardy	Subject/ Grade	11 <sup>th</sup> American Literature and Composition	Date range:	February 3 - 14
	February 3 - 4	Feb. 5 – 6	Feb. 7 & 10	Feb. 11 & 12	Feb. 13 & 14
<b>Standards</b>  <b>Academic Focus:</b> Parallelism – p. 290 Argumentative structure – p. 295  Noun and verb phrase – p. 297  Tone – p. 299 Chronological structure – p. 305 Prepositional and adverb phrase – p. 307  Allusion – p. 344 Rhetoric – p. 335 Diction – p. 336 Clauses – p. 345 Irony – p. 358  Writing Focus:	<b>ELAGSE11-12RI1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  <b>Gifted Standards</b> Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) <b>ELAGSE11-12W2:</b> Write informative/explanatory texts to examine and convey complex	<b>ELAGSE11-12RI2:</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  <b>Gifted Standards</b> Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) <b>ELAGSE11-12W2:</b> Write	<b>ELAGSE11-12RI6:</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  <b>Gifted Standards</b> Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) <b>ELAGSE11-12W2:</b> Write informative/explanatory texts to examine and convey complex	<b>ELAGSE11-12RI3:</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  <b>Gifted Standards</b> Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)  <b>ELAGSE11-12W2:</b> Write informative/explanatory texts to examine and convey complex	<b>ELAGSE11-12RI4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  <b>Gifted Standards</b> Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)

Informational Text	<p>ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content .</p>	<p>informative/explanato ry texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p><b>ELAGSE11-12W2:</b> Write informative/explanat ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>
Learning Target	<p><b>Reading</b> By the end of Unit 3 each student will be able to say, “I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>Writing</b>  At the end of Unit 3, each student will be</p>	<p><b>Reading</b> By the end of Unit 3 each student will be able to say, “I can determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. .</p> <p><b>Writing</b>  At the end of Unit 3, each student will be</p>	<p><b>Reading</b> By the end of Unit 3, each student will be able to say, “I can determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>Writing</b>  At the end of Unit 3,</p>	<p><b>Reading</b> By the end of Unit 3, each student will be able to say, “I can analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>Writing</b>  At the end of Unit 3, each student will be able to say, “I can write informative/explanat</p>	<p><b>Reading</b> By the end of Unit 3, each student will be able to say, “I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <b>Writing</b></p>

	able to say, "I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content."	able to say, "I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content."	each student will be able to say, "I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content."	ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content."	At the end of Unit 3, each student will be able to say, "I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content."
<a href="#">Differentiated Instruction</a>	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)
Lesson Structure					
<a href="#">Opening (more ideas)</a> • Bell Ringer/ Engage/ Warm-Up	Opening: *Black History Trivia *Watch. Think. Write. The video including vibrant images of... (Use descriptive	Opening: *Black History Trivia *Quick read and questions (DEI)	Opening: *Quick read and questions (Focus on main idea and vocabulary) Feedback and mini-	Opening: *Black History Trivia Journal: Think. Write. Share. Read and think about the following quote by	Opening: Black History Trivia Journal: Think. Write. Share. In a speech in St. Louis on March 22, 1964, Martin

	<p>words to help a blind person mentally VISUALIZE what you saw.)</p> <p>Quick read.</p>		<p>lesson</p>	<p>Malcolm X: "You can't separate peace from freedom because no one can have his peace without freedom." Write one or two paragraphs explaining your position on the extent to which Malcolm X's claim about freedom is valid. Make sure you make a clear and concise claim and include commentary examples and evidence to support it.</p>	<p>Luther King, Jr. said, "We must learn to live together as brothers, or we will perish together as fools." In writing, thoroughly explain what Dr. King meant. Give examples (evidence) from history or personal experience that proves what he said is true.</p>
<p>Work Session</p> <ul style="list-style-type: none"> <li>• <a href="#">Gradual Release</a> w/ I Do &amp; We Do <a href="#">Instructional Strategies</a></li> </ul>	<p>(I do) Teach reading strategies for unfamiliar words. Introduce Frederick Douglass, author of speech. Review List of rhetorical devices used in Douglass's speech</p> <p>(We do) Analyze and discuss Frederick Douglass. Students should annotate and underline or highlight rhetorical devices as they see</p>	<p>(I do) Review elements of informational text;</p> <p>(We do) Read, analyze and discuss example of informative text on DEI</p> <p>(They do.) Answer comprehension questions about text</p>	<p>(I do) Do a standards review to determine what students know and what still needs to be covered from Unit 3</p> <p>(We do) Discussion of key elements of Douglass's speech</p> <p>(They do) Complete activities related to Douglass's speech</p> <p>(They do.) 3-minute Ted Talk</p> <p>(They do) Reading comprehension activity</p>	<p>(I do.) Introduce elements of a story</p> <p>(We do) Read and discuss "The Story of An Hour" by Kate Chopin (pp. 353 – 355)</p> <p>(They do) Complete comprehension activities for the story</p> <p>(They do.) 3-minute Ted Talk</p>	<p>(I do.) Review rhetorical devices in "Ain't I A Woman" by Sojourner Truth (pp. 331 – 332)</p> <p>(They do.) 3-minute Ted Talk</p> <p>(We do) Analyze and discuss Truth's famous speech</p> <p>(They do) Choice Board Write a letter to Truth explaining what you liked most about her speech. Cite from the text.</p>

	<p>them. (They do.) Write one or two paragraphs about the rhetorical situation</p>			<p>(They do) HW Write a synopsis of the story.</p> <p>Create a cover for the story.</p>	<p>B. Kahoot on speech C. Write a speech about women's rights</p> <p>(They do) Reading comprehension activity</p>
Closing	<p><b>Completion:</b> The main message of Douglass's speech was _____.</p> <p>He gave _____ the following examples as an example of evidence to support his claim. He used _____ (rhetorical devices) to _____ (persuade, inform, and/or educate/enlighten) the audience. For example, Douglass said _____ (cite from speech)...</p>	<p><b>411:</b> Give a summary of what rhetorical devices you've learned</p>	<p><b>3</b> things that stand out about Douglass's speech <b>2</b> rhetorical devices he used <b>1</b> sentence from the speech</p>	<p><b>Letter:</b> Write a letter to one of the characters about what you think they should do based on the plot</p>	<p><b>Compare and Contrast:</b> Using a Venn Diagram compare and contrast your life in 2025 with Sojourner Truth's life (1818 – 1895)</p>
Independent Practice /HW	Nouns/Noun phrases	Verb/verb phrases	Prepositions/Prepositional phrases	Adverbs/adverb phrases	

Additional Standards:

**ELAGSE11-12L1(b):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELAGSE11-12L2 (a-c):** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**ELAGSE11-12L3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.