Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plans for World Literature (10th Grade)

*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.

Teacher Name	Corendis Hardy	Subject/ Grade	World Lit.	Date range:	August 12 - 23
	August 12 - 13	August 14 - 15	August 16 and 19	August 20 -21	August 22 - 23
Standards Anchor Texts: "My Introduction to Gothic Literature" (page 6-7) "The Spider and the Fly" by Mary Howitt Model Informative/Explanatory Essay: "Moai: The Giant Statues of Easter Island" (p. R14) "The Fall of the House of Usher" by Edgar Allan Poe (pp 12 – 30)	ELAGSERL9-10RL2 Determine a theme and/or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,	ELAGSERL9-10RL2 Determine a theme and/or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,	ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme. ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and	ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone ELAGSE9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	ELAGSE9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. ELAGSE9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are

	organization, and analysis of content.	organization, and analysis of content.	analysis of content.		defined in standards 1–3 above.)
Reading Learning Target (s):	I can determine a theme and/or central idea of the sample explanatory essay, "My Introduction to Gothic Literature" and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	I can determine a theme and/or central idea of the model explanatory essay, "Moai: The Giant Statues of Easter Island" and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	I can analyze how complex characters with multiple motivations in "The House of Usher" develop and interact with other character over the course of the text.	I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone in "The House of Usher".	I can analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Writing Learning Target (s):	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.	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.	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.	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Differentiated Instruction	*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					
Opening ● Bell Ringer/ Engage/ Warm-Up	Journal (Think/Write/Share) Describe a scary prank played on someone. What happened? Remember to use colorful details.	Journal (Think/Write/Share) If your fear was a person, what would she/they look like? Explain what this person's features would scare you.	Intriguing Fact Find (7 minutes) Write (using complete sentences) five intriguing facts about Edgar Allan Poe, the author of "The House of Usher" Be prepared to share with your peers.	Read Aloud (with learning partners) "The Spider and the Fly" (1829) by Mary Howitt https://www.poetrybyheart.org.uk/poems/the-spider-and-the-fly Discuss as whole class. What literary devices were used?	Journal (Think/Write/Share) Can fear stop a person from achieving his/her goals? How? (Thoroughly explain your answer. Give examples.) Use CHORES to help you brainstorm ideas.
Work Session ● Gradual Release w/ I Do & We Do ● 5E: Explore, Explain, Elaborate	I introduce the class to **Cornell Notetaking Techniques** with modeling and samples. I discuss the focus of Unit 1 and final writing target (explanatory essay), and do a mini-lesson	I conduct a review of Cornell notetaking and explanatory writing characteristics. We read and discuss model explanatory essay "Moai: The Giant Statues of Easter Island" (p. R14)	I review explanatory writing. I do a mini-lesson on Gothic literature (P. 33) https://www.youtube.com/watch?v=rB7EneEl3io I briefly discuss tone and mood in	I do a mini-review of what we have read so far with "The House of Usher" We continue reading the text as a whole class with regular checks for understanding. Students (They) will	I conduct lesson on literary devices used in the text: allusion, imagery, and symbolism. They (Students) work in small groups to discuss literary devices used in the story. They create

	on the characteristics of explanatory/informational writing. I walk students through how to access their textbook and **SAAVAS online**. We read and discuss the sample explanatory essay: "My Introduction to Gothic Literature" (page 6-7)	They watch a video on informational text and take a quiz (Kahoot)	literature. We start reading "The House of Usher" by Edgar Allan Poe Audio file: https://www.youtube.com/watch?v=IdjnKUY_G9w	make a list of unfamiliar words. We will discuss key vocabulary from the text.	concept maps for all three terms.
Closing	Q/A What are the elements of explanatory writing?	3-2-1 3 characteristics of explanatory writing 2 things that are not characteristics of explanatory writing 1 question you still have	Exit Ticket Write three lines about the characteristics of Gothic literature	T-chart on mood/tone with at least two lines from text	Academic Reflection: Write at least one paragraph of what you learned this week, including terms and examples
Independent Practice /HW	They will review notes on explanatory writing.		They answer questions about the text.	They can create word maps for unfamiliar words	They finish reading or listening to "The Fall of the House of Usher".