



Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plan for 11th Grade (**American Literature** and **AP Language and Comprehension**)

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.

MAP Testing: August 19 – 21, 2024

Teacher Name	Corendis Hardy	Subject/ Grade	11 th American Literature and Composition	Date range:	August 12-23, 2024
	August 12 - 13	August 14 – 15	August 16 & 19	August 20 - 21	August 22-23
Standards Anchor Text (Foundational Document): “Totally Free?” (pages 6-7) Model Argumentative Essay: “Community Service Should Be A Requirement for High School Graduation” (p. R12) “A New Nation” (pages 12 – 14) (Independent Reading/Homework) “Thomas Jefferson” (page 17) (Independent Reading/Homework)	Practices Domain (Unit 1): K-12.P.EICC.1.f Develop independence and autonomy as a reader and writer. Reading Standards ELAGSE11-12RI1: 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.	Reading Standards ELAGSE11-12RI2: 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 Writing Standards ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis,	Reading Standards ELAGSE11-12RI3: 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. Writing Standards ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Reading Standards ELAGSE11-12RI5: Reading Standards Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Writing Standards ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis,	Reading Standards ELAGSE11-12RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> ,

<p><i>Declaration of Independence</i> by Thomas Jefferson (pp 18-22) Audio version of "The Declaration of Independence" https://www.youtube.com/watch?v=4uE-tqeOxsQ</p>	<p>Writing Standards ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>reflection, and research.</p>		<p>reflection, and research.</p>	<p>presidential addresses.)</p> <p>Writing Standards ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Learning Target</p>	<p>Reading I can analyze and cite strong and thorough textual evidence to support analysis of the argumentative essay sample, "Totally Free?". Writing I can draw evidence from the text to support an analysis of "Totally Free?"</p>	<p>Reading I can do an analysis of a model argumentative essay Model Argumentative Essay: "Community Service Should Be A Requirement for High School Graduation" (p. R12) to determine characteristics of a good claim as well as types of evidence to support that claim. Writing I can draw evidence from the text to support an analysis of sample model argumentative essay.</p>	<p>Reading Using "The Declaration of Independence", 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. Writing I can draw evidence from "The Declaration of Independence" to support a written</p>	<p>Reading I can analyze and evaluate the effectiveness of the structure that authors use in "The Declaration of Independence" including whether the structure makes points clear, convincing, and engaging. Writing I can draw evidence from "The Declaration of Independence" to</p>	<p>Reading I can delineate and evaluate the reasoning used by authors of "The Declaration of Independence". . Writing I can draw evidence from "The Declaration of Independence" to support a written analysis of the last part of the text.</p>

			analysis of the exposition of the text.	support a written analysis of the body paragraphs of the text.	
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 (more ideas) <ul style="list-style-type: none"> Bell Ringer/ Engage/ Warm-Up 	Journal #3: What is freedom? (Think/Write/Share)	Journal #4: Create a T-chart contrasting rights (freedoms) in 1776 vs 2024 for Choice Board: A) Black, B) Women, or C) Religion	10 Trivia Questions (Whole class Bingo) from “A New Nation” (pp 12 – 14)	Group Read Aloud (Part 1): <i>1619 Project: Born on the Water</i> by Nikole Hannah-Jones and Renee Watson	Group Read Aloud (Part 2): <i>1619 Project: Born on the Water</i> by Nikole Hannah-Jones and Renee Watson
Work Session <ul style="list-style-type: none"> Gradual Release w/ I Do & We Do Instructional Strategies 	I introduce the class to Cornell Notetaking Techniques with modeling and samples. I discuss the focus of Unit 1 and final writing target (argument), and do a mini-lesson on the characteristics of	I review characteristics of argumentative writing, do a mini-lesson on “exigence” and “rhetorical situation”. I discuss SOAPSTone, a strategy to better help students understand the rhetorical situation.	I do a review lesson about exigence and rhetorical situation. I do a mini-lesson on the three main persuasive appeals: logos, pathos, and ethos (page 25) We start reading (or listening to) “The Declaration of	I do a review lesson on logos, pathos and ethos. I do a mini-lesson on literary analysis. We continue reading and discuss key components of “The Declaration of Independence”.	I do a review lesson on literary analysis. I do a mini-lesson on syntax. We review the model sample argumentative essay on page R12 in textbook. We discuss The Declaration of Independence

	<p>argumentative writing, and review critical thinking and writing strategy using CHORES (for drawing and citing evidence)</p> <p>I walk students through how to access their textbook and SAAVAS online. We read and discuss the sample argumentative essay: Totally Free? (pp 6-7)</p>	<p>We analyze and discuss sample model essay, Model Argumentative Essay: “Community Service Should Be A Requirement for High School Graduation” (p. R12)</p> <p>We engage in KWL as pre-reading activity of our anchor text: “The Declaration of Independence”</p> <p>We read about Thomas Jefferson, the principal writer of the anchor text.</p>	<p>Independence”</p> <p>They create graphic organizers (Frayer model) for logos, pathos, and ethos</p>	<p>They write an analysis of the Declaration of Independence drawing evidence from the text.</p>	<p>(claims, evidence, rhetorical devices rhetorical situation, and syntax)</p>
Closing	<p>Q/A</p> <p>What is the author’s claim?</p> <p>What evidence did he give to support his claim?</p>	<p>3-2-1</p> <p>3 -facts about Thomas Jefferson</p> <p>2- facts about the rhetorical situation for The Declaration of Independence</p> <p>1 – question you have</p>	<p>Write an academic reflection of what you have learned thus far.</p>	<p>Q/A What was the authors’ claim?</p> <p>What was at least three reasons they gave to justify their claims. What did the authors of the “Declaration of Independence” call their evidence?</p>	<p>Exit Ticket</p> <p>What is freedom to you? (One paragraph with complete sentences)</p>
Independent Practice /HW	<p>They (Students) read “A New Nation” pp 12 - 14</p>	<p>They read about Thomas Jefferson, principal writer of</p>	<p>With their learning partners, they find one example of each</p>	<p>They read the following quote and make a claim</p>	<p>They develop their essays on the quote: “Between stimulus</p>

		<p>“The Declaration of Independence” (page 17)</p>	<p>appeal (logos, pathos, and ethos) in the Declaration of Independence</p>	<p>defending, challenging, or qualifying it. “Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.” – Viktor E. Frankl</p>	<p>and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.” – Viktor E. Frankl (Independent Project)</p>
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