



Coretta Scott King Young Women's Leadership Academy
 *AP English Literature and Composition Weekly Lesson Plan

Good instruction is driven by the students' academic needs. Therefore, instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, necessary adjustments of instruction will be made on a continual basis to maximize learning and mastery of content.

Teacher Name	Corendis Hardy	Subject/ Grade	AP Lit (4B)	Date range:	December 1 - 5
	Monday, Dec. 1 (B-day)	Tuesday, Dec. 2 (A-day)	Wednesday, Dec. 3 (B-day)	Thursday, Dec. 4 (A-day)	Friday, Dec. 5 (B-day)
Big Ideas 1. Character 2. Setting 3. Structure 4. Narration 5. Figurative Language 6. Literary Argumentation https://apcentral.collegeboard.org/media/pdf/ap-english-literature-and-composition-course-and-exam-description.pdf	Senior Field Trip		MAP Testing Big Idea #2: Character 1.A: Identify and describe what specific textual details reveal about a character, that character's perspective, and character's motives 5.C: Identify and explain the function of a symbol		3.F: Explain the function of conflict in a text.
Learning Target			The students can...		The students can...

			explain how a character's motivation determines his perspectives and behavior in a story		explain how the use of irony builds the conflict in a story
Success Criteria			<p>The success criteria have been met when students can... speak about and or write an analysis of how a character's implied or stated motivation determines behavior, emotions and perspectives</p> <p>The success criteria have been met when students can... speak about and or write an analysis of the literary use of allusion contributes to the character's diction.</p>		The success criteria have been met when students can... give a literary analysis which includes a strong thesis, claims, and textual evidence

Differentiated Instruction			Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing		Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing
Lesson Structure					
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.			Journal: Explain how Orwell foiled the following characters: Snowball and Napoleon or Boxer and Squealer		Journal: Explain one of the following conflicts: Choice Board External A) Animals vs. Man B) Napoleon vs. Snowball C) Animals vs. Neighboring Humans Internal D) The Animals' Disillusionment E) Characters' Internal Struggle Overarching F) Revolutionary Ideals vs. Power Corruption

<p>Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.</p>			<p>(I do.) Review lesson on the purpose of foiling and specifically how it is used in <i>Animal Farm</i>.</p> <p>(We do.) Discuss text and characterization used by Orwell (They do.) In lit circles, students read and take notes and complete graphic organizers</p>		<p>(I do.) Review lesson conflict</p> <p>(We do.) Watch and discuss video about conflict in <i>Animal Farm</i>.</p> <p>(They do.) In lit circles, students read and take notes and complete graphic organizers</p>
<p>Self-Reflect (Closing) Closing (more ideas) 10 min.</p>			<p>Exit Ticket: Using a Venn Diagram, contrast two characters</p>		<p>Q/A How do the conflicts in <i>Animal Farm</i> parallel what is happening in politics today?</p>
<p>Homework</p>	<p>AP Central Videos Understanding Animal Farm (Course Hero) https://www.youtube.com/watch?v=JlH6RgTV5xk&list=P Lz_ZtyOWL9BSJjED</p>		<p>AP Central Videos Understanding Animal Farm (Course Hero) https://www.youtube.com/watch?v=JlH6RgTV5xk&list=P Lz_ZtyOWL9BSJjED</p>		<p>AP Central Videos Understanding Animal Farm (Course Hero) https://www.youtube.com/watch?v=JlH6RgTV5xk&list=P Lz_ZtyOWL9BSJjED</p>

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*Prior week's lesson plans were changed.