



## Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plan for 11<sup>th</sup> 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.

Students will be testing from September 30, 2024 to October 11, 2024.

Fall Break: October 14 – 18, 2024

Teacher Name	Corendis Hardy	Subject/ Grade	11 <sup>th</sup> American Literature and Composition	Date range:	October 21 – November 1, 2024
	Oct. 21 – 22	Oct. 23 - 24	Oct. 25 & 28	Oct. 29 – 30	Oct. 31 & Nov. 1
<b>Standards</b>  <b>Anchor Texts</b>  <b>Excerpt from “Up from Slavery: by Booker T. Washington (pp 142 – 143)</b>  <b>Excerpt from the Preface of the 1855 Edition of “Leaves of Grass” by Walt Whitman (p. 155)</b>  <b>Poems by Emily Dickinson</b>  <b>Excerpt from “Self-reliance” by Ralph Waldo Emerson (pp. 207 – 208)</b>	<b>ELAGSE11-12RL5:</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  <b>ELAGSE11-12W3:</b> Write narratives to	<b>ELAGSE11-12RL3:</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  <b>ELAGSE11-12W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	<b>ELAGSE11-12RL5:</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  <b>ELAGSE11-12W3:</b> Write narratives to develop real or imagined experiences or	<b>ELAGSE11-12RL3:</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  <b>ELAGSE11-12RL6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm,	<b>ELAGSE11-12RL3:</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  <b>ELAGSE11-12RL6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm,

<p>Excerpt from “Walden” by Henry David Thoreau (pp 215 – 222)</p> <p>Excerpt from “Civil Disobedience” by Thoreau (pp 223 – 224)</p> <p>Model Narrative Essay on page R24</p> <p>Quick Reads</p>	<p>develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>		<p>events using effective technique, well-chosen details, and well-structured event sequences</p>	<p>irony, or understatement).</p> <p>ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	<p>irony, or understatement).</p> <p>ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>
<p>Learning Target</p>	<p><b>Reading</b> Using selected texts from Unit 2, I can analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p><b>Reading</b> Using selected texts from Unit 2, I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>Writing</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,</p>	<p><b>Reading</b> Using selected texts from Unit 2, I can analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p><b>Reading</b> Using selected texts from Unit 2, Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>Writing</b> Write narratives to develop real or imagined experiences or events using</p>	<p><b>Reading</b> Using selected texts from Unit 2, I can analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).. <b>Writing</b> Write narratives to develop real or imagined experiences or events using</p>

	<b>Writing</b> I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	and well-structured event sequences	<b>Writing</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	effective technique, well-chosen details, and well-structured event sequences	effective technique, well-chosen details, and well-structured event sequences
<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> <ul style="list-style-type: none"> <li>Bell Ringer/ Engage/ Warm-Up</li> </ul>	Hangman: narrative (I do) Lesson on the elements of narrative writing (Video and p.192, R20) Discuss Voice and style on p. 116	Unscramble: anecdote (I do) Lesson on elements of a story and plot line.	Hangman: Perspective Journal (I do) Lesson on conflict (p. 194)	Hangman: Interpretation Journal (I do.) Lesson on Conventions and Style: Sentence Variety (Syntax) p. 212	Sentence correction (I do.) Lesson on Craft and Structure: Development of Ideas for Essay
	(We do). Discuss point of view (p. 227)	(We do) Hotbox review of biographical	(We do.) Read, analyze and discuss Emerson's choices in	(We do.) Analyze and discuss	(We do) Using model narrative essay in textbook, read and

<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>(They do.) Research Booker T. Washington. Create a 10-point timeline of his life.</p> <p>Read excerpt from “Up from Slavery” by Booker T. Washington (pp 142 - 143)</p>	<p>information about Booker T. Washington.</p> <p>(They do.) Take Kahoot on excerpt from <i>Up from Slavery</i>.</p>	<p>the excerpt from “Self-reliance” (pp. 207 – 208)</p> <p>Discuss conflict in the narrative.</p> <p>(They do)</p> <p>Explain how perspective shapes a narrative.</p>	<p>text in Walden by Thoreau in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>(They do.)</p> <p>Comprehension activity on “Walden”. Reconstruct the opening or closing paragraph of the text.</p>	<p>analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>(They do.)</p> <p>Plan their narrative. Review craft and structure</p>
Closing	<p>3-2-1</p> <p>3 -elements of a narrative</p> <p>2- facts you learned about Booker T. Washington</p> <p>1 – quote by Booker T. Washington</p>	<p>T-chart</p> <p>Compare/Contrast your life with Booker T. Washington</p>	<p>Write an academic reflection of what you have learned about the elements of narrative writing thus far.</p>	<p>Q/A</p> <p>What style does Thoreau use in his writing?</p> <p>How did you make your conclusion</p>	<p>Exit Ticket</p> <p>In your own words, explain the term: <b>point of view</b>.</p>
Independent Practice /HW	<p>Finish independent assignments (research, timeline, and reading)</p> <p><b>AP</b></p> <p>(We do)</p> <p>Watch and discuss video.</p>	<p>Brainstorm ideas for narrative prompt: What significant incident helped you realize that you are a unique individual?</p> <p><b>AP</b></p> <p>(I do) Lesson on Craft</p>	<p>Work on draft of narrative essay.</p> <p><b>AP</b></p> <p>(I do) Discuss organizational styles and structure.</p> <p>(We do) Watch and discuss video from</p>	<p>Work on draft of narrative essay.</p> <p><b>AP</b></p> <p>(They do) Reading drill 5.</p> <p>(I do) Lesson on rhetorical devices used in “Walden” by</p>	<p>Final draft of narrative essay.</p> <p><b>AP</b></p> <p>(We do) Video and discussion about Q3 on AP Exam</p> <p>(They do) Self-assessment Reading</p>

	<p>Analyze and discuss excerpt from <i>Up from Slavery</i> by Booker T. Washington (They do) Write short rhetorical analysis of excerpt.</p> <p>HW: AP Central video and quiz</p>	<p>and Structure of Essay (They do) -Reading Drill 4. -Check correct answers and explanations. (I do) Lesson on reading strategies and getting the correct answer</p>	<p>AP Classroom. (They do) Read and evaluate excerpt from "Self-reliance" by Ralph Waldo Emerson (pp. 207 – 208) Write short rhetorical analysis</p>	<p>Henry David Thoreau (We do) Evaluate and discuss Thoreau's rhetorical strategies (They do) AP Classroom videos and quiz</p>	<p>Drill and academic reflection. (20 minutes)</p> <p>Writing Drill (40 minutes) Argumentative Essay Prompt Henry David Thoreau (1817 – 1862) was an essayist, naturalist, and philosopher. In <i>Walden</i>, his most famous book, he reflects on simple living in natural surroundings. His critically acclaimed essay, "Civil Disobedience" (originally published as "Resistance to Civil Government"), is an argument in favor of citizen disobedience against an unjust state. Read one of his famous quotes: "Disobedience is the true foundation of liberty. The obedient must be slaves." – Henry David Thoreau Write an essay that argues your position on the extent to which Thoreau's claim is valid. Use appropriate examples from history, your reading,</p>
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					experiences, or observations to support your argument.
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