



Coretta Scott King Young Women's Leadership Academy
Weekly Lesson Plans
Lit IV (12th Grade)

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 C. Hardy	Subject/ Grade	Lit IV (12 th) 4A and 1B	Date range:	August 18 - 22
	August 18 (A-Day) 4A	August 19 (B-Day) 1B	August 20 (A-Day) 4A	August 21 (B-Day) 1B	August 22 (A-Day) 4A
Standards Text: 'A Modest Proposal' (1729) by Jonathan Swift	Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.	Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.	Evaluate the extent to which historical, disciplinary, and/or personal perspectives affect authors' stylistic and thematic choices in text.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.	Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
Learning Targets (Goals)	I can... Evaluate the extent to which historical, disciplinary, and/or personal	I can... Evaluate the extent to which historical, disciplinary, and/or personal	I can... Evaluate the extent to which historical, disciplinary, and/or personal	I can... Analyze and evaluate the effectiveness of a text's organizational	I can... Analyze and evaluate the effectiveness of a text's organizational

	perspectives affected Jonathan Swift's stylistic and thematic choices in text.	perspectives affected Jonathan Swift's stylistic and thematic choices in text.	perspectives affected Jonathan Swift's stylistic and thematic choices in text.	structure to meet the needs and expectations of the target audience or serve a specific purpose, satire.	structure to meet the needs and expectations of the target audience or serve a specific purpose, satire.
Success Criteria	Explain the personal and historical context and influences which inspired Swift to write "A Modest Proposal".	Explain the personal and historical context and influences which inspired Swift to write "A Modest Proposal".	Explain the personal and historical context and influences which inspired Swift to write "A Modest Proposal".	Analyze the text to determine examples of satire and how they are employed to advance and support Swift's theses.	Analyze the text to determine examples of satire and how they are employed to advance and support Swift's theses.
Differentiated Instruction	Audio; visual; handouts; varied explanations and answers; pairs/groups	Audio; visual; handouts; varied explanations and answers; pairs/groups	Audio; visual; handouts; varied explanations and answers; pairs/groups	Audio; visual; handouts; varied explanations and answers; pairs/groups	Audio; visual; handouts; varied explanations and answers; pairs/groups
Lesson Structure					
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.	(4A) Vocabulary du Jour: Unscramble: [REDACTED] In the vocabulary section of your notebook, include the following: definition,	(1B) Vocabulary du Jour: Unscramble: [REDACTED] In the vocabulary section of your notebook, include the following: definition,	(4A) Vocabulary du Jour: Completion [REDACTED] In the vocabulary section of your notebook, include the following: definition,	(1B) Vocabulary du Jour: Completion [REDACTED] In the vocabulary section of your notebook, include the following: definition,	(4A) Vocabulary du Jour: Hangman: [REDACTED] In the vocabulary section of your notebook, include the following: definition,

	synonyms, antonyms, variations (parts of speech, examples, the word used in an original sentence. Be prepared to teach your peers what you've learned.	synonyms, antonyms, variations (parts of speech, examples, the word used in an original sentence. Be prepared to teach your peers what you've learned.	synonyms, antonyms, variations (parts of speech, examples, the word used in an original sentence. Be prepared to teach your peers what you've learned.	synonyms, antonyms, variations (parts of speech, examples, the word used in an original sentence. Be prepared to teach your peers what you've learned.	synonyms, antonyms, variations (parts of speech, examples, the word used in an original sentence. Be prepared to teach your peers what you've learned.
Explicit Instruction and Apply & Assess (Work Session) Gradual Release <u>Instructional Strategies</u> 63 min.	(4A) (I do.) Review the historical, political, religious, and personal context of the text. (We do.) Q/A (They do.) (Independently) Annotate and read pp 391 – 395. (Whole class) Discuss passage. Answer: What rhetorical device does Swift use to suggest something about himself? What does this indicate	(1B) (I do.) Review the historical, political, religious, and personal context of the text. (We do.) Q/A (They do.) (Independently) Annotate and read pp 391 – 395. (Whole class) Discuss passage. Answer: What rhetorical device does Swift use to suggest something about himself? What does this indicate	(4A) (I do.) Do a mini-lesson on authors' purpose: PIE (P ersuade, I nform/ I nspire/ I nfluence, and E ntertain/ E ducate/ E nlighten) (We do.) Watch and discuss video. https://www.youtube.com/watch?v=R_bgo8j6jxc (They do.) Answer questions on page 393 – 399. Read and annotate pages 396 – 400)	(1B) (I do.) Do a mini-lesson on authors' purpose: PIE (P ersuade, I nform/ I nspire/ I nfluence, and E ntertain/ E ducate/ E nlighten) (We do.) Watch and discuss video. https://www.youtube.com/watch?v=R_bgo8j6jxc (They do.) Answer questions on page 393 – 399. Read and annotate pages 396 – 400)	(4A) (I do.) Review text. Check for understanding. (They do.) Collaborative discuss with guided questions. (They do.) Activities on pages 401 and 404

	about the narrator? (p. 392)	about the narrator? (p. 392)			
Self-Reflect (Closing) Closing (more ideas) 10 min.	(4A) Treasure Hunt: Find at least one example of ridicule in the text.	(1B)Treasure Hunt: Find at least one example of ridicule in the text.	(4A)411: Give summary of the text (396- 400) (One paragraph)	(1B)411: Give summary of the text (396- 400) (One paragraph)	(4A)3-2-1 3 examples of satire in the text (Write the line and line #) 2- new words you've learned 1-the most interesting thing you read
Homework	(4A) Kahoot on the following techniques of satire: irony, exaggeration, ridicule, parody, and juxtaposition (From handout)	(1B) Kahoot on the following techniques of satire: irony, exaggeration, ridicule, parody, and juxtaposition (From handout)	(4A) Continue reading and annotations Watch video about "author's purpose": https://www.youtube.com/watch?v=z6H2NLPqWtI	(1B) Continue reading and annotations Watch video about "author's purpose": https://www.youtube.com/watch?v=z6H2NLPqWtI	(4A) Quiz on author's purpose, point of view, and tone (based on video)