



UbD Daily Lesson Plan

Teacher Candidate's Name: Ashley Jones.

Lesson Topic Remixing the Rhetoric.	Estimated Duration: 90 min.
Grade: 10.	Course/Subject: Eng. II.
Unit/Theme: Rhetoric.	
Standards <i>(ie: State Standards, Grade Level Expectations)</i>	
<p>LLS RI 9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. enter text.</p> <p>LS RL 9-10.4 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LA W.9-10.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LA W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
What Understandings are Desired? <i>Be sure to start your sentence with, "Students will understand that..."</i>	
<p>Students will understand the power of being specific about the words and phrases used in persuasive writing.</p> <p>Students will understand how revision and peer-critique of work can help them refine their writing.</p>	
What Essential Questions will be Considered?	
<p>If Frederick Douglass was alive today, how might he remix (remake) his speech to reach modern audiences?</p>	
Objectives <i>What knowledge and skills will students acquire? Should be measureable, contain observable verb, and be written in student-friendly language.</i>	Mechanism of Assessment for Measuring EACH Objective:

Students will know or be able to:

(1) ANALYZE a text and APPLY their understanding of text to a remix or update of text for modern day audiences.

(2) Use specific words and phrases to create a persuasive piece of writing.

(3) Peer critique/edit the work of colleagues, giving critical feedback that allows peer to revise writing assignment.

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Evidence:

(1) Student will pick a portion of this week’s text and rewrite it for contemporary audiences.

(2) Peer- Critique rubric and stem sheet that students will attach to peer writing assignment.

(3) Peer- Critique rubric and stem sheet that students will attach to peer writing assignment.

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Instructional Materials and Resources
What is needed to teach this lesson? What, if any technology is needed?

Smartboard
 “What to A Slave is the Fourth of July” Handout
 Examples of a Remix

Evidence of Differentiation
Based on your assessment of student learning, what are you going to do to accommodate the range of needs in your classroom?

Auditory/Visual learners will be able to listen to audio/visual clips of Douglass’ speech as they make their selection from the text.

Accommodations/Modifications for ELL or SPED
What accommodations or modifications of your objectives or assessments will you need to make for ELL or special education students?

SPED students will receive a hand-out of specific portions of the text with which they can choose from.
 SPED students will be able to remix their portion of the speech via text or visual representation.

The Learning Plan

Time	What will YOU be doing?	What will the STUDENTS be doing?
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<p>15 Min.</p>	<p>Teacher will cover objectives for the day before introducing today's assignment.</p> <p>I will explain that today's assignment will require students to select a portion of Douglass' speech to remix or update for a contemporary audience.</p> <p style="text-align: center;">AND</p> <p>Students will peer-review each other's work and revise their speech based on bear feedback.</p> <p>I will tell students that in order to perform this task to satisfaction, students must make sure that they understand Frederick Douglass' point of view and purpose for writing the speech and their particular section.</p> <p>I will give assignment requirements: Portion of text should be at least 8 lines. Students must use at least 3 rhetorical strategies and or appeals in the speech.</p> <p>I will show an example of a remix I did on the smart board and Think Aloud through my choices.</p> <p>I will explain the peer-editing process, projecting a copy of peer-editing rubric and reviewing with them.</p> <p>As students work, I will walk around to offer assignment to students and peer-editing pairs.</p>	<p>Activity 1 40 Min.: Students will select their portion of the text, using reading comprehension skills and notes ensure understanding of the text. Students will remix their portion of the text.</p> <p>Activity 2 30 Min.: Students will switch remixes with a peer and grade/critique each other's work using a peer-review rubric. Students revise their remix based on peer feedback.</p> <p>5 Min. EXIT TICKET: Stop, Start, Continue On an index card, write what you liked (Continue), would like to add or change (Start) and did not like (stop) about this lesson.</p>
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