**The Academy for Technology & the Classics**

**Lesson Plan Template**

|  |  |
| --- | --- |
| **Instructor’s name: Devin Ayers** | **Course/Grade:****Grade 11 AP Language and Composition**  |
| **Week of:****08/19 – 08/23** | **Unit Name:****Analyzing Voice and Style in Non-Fiction**  |

|  |
| --- |
| **Common Core/ NM Content Standards:****RI11-12.1 – RI11-12.3; RI11-12.4 – RI11-12.6** |

|  |  |
| --- | --- |
| **Essential Question(s):****How does an author express voice and style in non-fiction writing? How do we identify and analyze these factors? How do we decode archaic or unusual language?**  | **Connections (prior learning/prior knowledge): Students will identify their own use of voice and style based on a writing assignment from their summer reading assignment (*A Walk in the Woods* by Bill Bryson.)**  |
| **Other considerations (modifications, accommodations, acceleration, etc.): Students who require it will receive extended deadlines for writing assignments and/or shortened reading.**  | **Resources/Materials****Teacher:****Students: *The Norton Reader* “An Album of Styles”** **AP practice multiple choice questions**  |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)****Daily: Discussion/checking for understanding of individual students** **This Week: Essay/Vocabulary quiz/Socratic dialogue/Timed writing (FRQ)/AP multiple choice practice questions****Unit: Essay/Vocabulary quiz/Socratic dialogue/Timed writing (FRQ)/AP multiple choice practice questions** |

|  |  |
| --- | --- |
| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAYLearning Target-Introduction of the concepts of style and voice in non-fiction writing Today students will read and discuss the introduction to “An Album of Styles” in The Norton Reader. The instructor will ensure that all students understand the basic features of these concepts. In small groups they will read “Of Youth and Age” by Francis Bacon. Working together, they will identify the specific features of word choice (diction), sentence structure (syntax) and tone (the emotional environment created by the author) that contribute to the effectiveness of this piece. They will answer the following questions:-What is the author’s thesis? What is he trying to accomplish in writing this piece? -What are some specific examples of unique word choices made by the author? -What emotional atmosphere (tone) does the author establish? How does he accomplish this? -What (if anything) makes this piece difficult to understand? These questions will be answered in written form and turned in at the end of the period. Answers will be shared out with the entire class. Homework: Students will “translate” the Bacon piece into modern, standard English. This will be due Wednesday, 08/21.  | Assignment(s) Due-In-class work  |
| TUESDAY Learning Target-Deeper analysis of style and voice in non-fiction writing Today students will read an excerpt from *A Farewell to Arms* by Ernest Hemingway. In small groups they will answer the following questions: -What is the author’s thesis? What is he trying to accomplish in writing this piece? -What are some specific examples of unique word choices made by the author? -What emotional atmosphere (tone) does the author establish? How does he accomplish this? -What (if anything) makes this piece difficult to understand? These questions will be answered in written form and turned in at the end of the period. Answers will be shared out with the entire class. We will then identify similarities and differences in the writing of Hemingway and Bacon, and begin to understand how one can decode or “translate” archaic or difficult texts.  | Assignment(s) Due- |
| WEDNESDAYLearning Target-Expansion of vocabulary/understanding archaic textsToday students turn in their “translations” of “Of Youth and Age.” As a class we will go over these assignments and agree upon a class translation. Through this process, students will learn to use contextual clues and vocabulary to decode archaic texts.  | Assignment(s) Due-Vocabulary quiz/Second draft of rhetorical analysis essay based on summer reading (*A Walk in the Woods*)  |
| THURSDAYLearning Target-Successful analysis of voice and style/successful completion of the AP forty minute timed writing (FRQ) Today we will complete a forty minute timed writing (FRQ) based on a speech made by Queen Elizabeth. Students will use context clues and vocabulary to decode this difficult text and analyze it in terms of style and tone.  | Assignment(s) Due-Forty minute timed essay (FRQ)  |
| FRIDAYLearning Target- Identifying and comparing voice and style in non-fiction worksHaving read all the works in “An Album of Styles,” students will take a reading quiz to identify their understanding of the works. They will then hold a Socratic dialogue comparing these aspects of at least two of the works.  | Assignment(s) Due-Reading/Reading quiz/Socratic dialogue  |