**The Academy for Technology & the Classics**

**Lesson Plan Template**

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| **Instructor’s name: Devin Ayers** | **Course/Grade:****AP Language and Composition**  |
| **Week of:****09/23 – 09/27** | **Unit Name:****Historical Connections: Federalist Papers #10**  |

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| **Common Core/ NM Content Standards:****RI11-12.1 – RI11-12.6; SL11-12.1; W11-12.1; W11-12.2** |

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| **Essential Question(s):****What rhetorical devices does Madison use to achieve his goals in this piece? What are Madison’s goals in this piece? What reading strategies allow us to comprehend and appreciate complex and/or antiquated written language?**  | **Connections (prior learning/prior knowledge):** **Students will connect this unit with their work in History class, as it was specifically designed to mesh with their work in that class.**  |
| **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:** **One copy per student – “Federalist Papers #10”**  |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)****Daily: direct observation****This Week: direct observation/written analysis/small group discussion/Socratic dialogue****Unit: direct observation/written analysis/small group discussion/Socratic dialogue** |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAYLearning Target- Students will be able to use context and recognition of antecedents to comprehend the text of Federalist Papers #10. They will express their learning through written rhetorical analysis of each paragraph as well as “antecedent mapping” of the entire document. In small groups, students will read the text, discussing to make sure there is mutual understanding. As they complete each paragraph, they should generate a written rhetorical analysis of each paragraph, including citation from the text in each. They should also create “antecedent mapping” for the entire piece.  | Assignment(s) Due-  |
| TUESDAY Learning Target- Students will be able to use context and recognition of antecedents to comprehend the text of Federalist Papers #10. They will express their learning through written rhetorical analysis of each paragraph as well as “antecedent mapping” for the entire piece. In small groups, students will read the text, discussing to make sure there is mutual understanding. As they complete each paragraph, they should generate a written rhetorical analysis of each paragraph, including citation from the text in each. They should also create “antecedent mapping” for the entire piece.  | Assignment(s) Due- |
| WEDNESDAYLearning Target-Students will correctly identify the rhetorical strategies employed by Madison in the text. They will show their learning by employing these strategies to create a paper of their own addressing the topic of factionalism and offering a solution for that problem.Students will generate their own “federalist paper,” focused on the problem of factionalism and exploring the solution to this problem. They will employ rhetorical strategies used by Madison, and will attempt to mimic Madison’s writing style (using compound sentences with significant use of antecedents). This work should be typed, double spaced, Times New Roman, 12 point font and MLA formatted. This assignment will be due on Wednesday, 10/02.  | Assignment(s) Due-Antecedent mapping“Best Paragraph” (assigned last week)  |
| THURSDAYLearning Target- Students will generate their own “federalist paper,” focused on the problem of factionalism and exploring the solution to this problem. They will employ rhetorical strategies used by Madison, and will attempt to mimic Madison’s writing style (using compound sentences with significant use of antecedents). This work should be typed, double spaced, Times New Roman, 12 point font and MLA formatted. This assignment will be due on Wednesday, 10/02.  | Assignment(s) Due- |
| FRIDAYStudents will demonstrate understanding of rhetorical strategies in “Federalist Papers #10.” They will show their understanding through Socratic dialogue.  | Assignment(s) Due-Rhetorical analysis paragraphsSocratic dialogue For next Wednesday: “A Federalist Paper of your Own”  |