**The Academy for Technology & the Classics**

**Lesson Plan Template**

|  |  |
| --- | --- |
| **Instructor’s name:**  **Devin Ayers** | **Course/Grade:**  **Grade 12 AP Literature and Composition** |
| **Week of:**  **08/19 – 08/23** | **Unit Name:**  **Symbolism in *Invisible Man*** |

|  |
| --- |
| **Common Core/ NM Content Standards:**  **RL 11-12.1 – RL 11-12.3; RL 11-12.5; RL11-12.7; RL11-12.10** |

|  |  |
| --- | --- |
| **Essential Question(s):**  **What is the function of symbolism in literature? Ralph Ellison makes extensive use of this literary device in Invisible Man. Why is this especially appropriate for the story he is telling? This book is largely an examination of racism and inequality in the U.S. Why might symbolism be appropriate for analyzing such social issues?** | **Connections (prior learning/prior knowledge):**  **We will discuss our own encounters with racism and/or inequality and articulate why literature is a powerful tool for combating such social ills.** |
| **Other considerations (modifications, accommodations, acceleration, etc.):**  **When necessary, students may receive shortened assignments and/or extended deadlines and reading assignments.** | **Resources/Materials**  **Teacher:**  **Students: *Invisible Man* by Ralph Ellison**  **Motif chart** |
| **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/reading quiz/AP multiple choice questions/timed writing (FRQ)**  **Unit: Essay/vocabulary quiz/reading quiz/AP multiple choice questions/timed writing (FRQ)** | |

|  |  |
| --- | --- |
| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAY  Learning Target-Introduction to the concept of symbolism in literature  Today we introduce Invisible Man by Ralph Ellison. This is an iconic work of American literature, and is noted for its use of symbolism and its confrontation of racial inequality and stereotypes. We will discuss the use of symbolism in literature and identify places instances when we have seen it used before. We will also discuss the use of literature as a tool for social justice.  We will also introduce the “motif chart,” which will be used as a guide to understanding as students make their way through the novel. A motif chart will be filled out for chapters 1-2 (due Wednesday) and chapters 3-5 (due Friday).  After the introduction, students will work in small groups. They will identify at least ten symbols they have previously identified in literature and define them. The results will be shared with the class.  Students will read through page 135 by Friday. | Assignment(s) Due-  Second drafts of essays based on the summer reading assignment (*The Great Gatsby*). |
| TUESDAY  Learning Target-Close reading and literary analysis  Today we will introduce practice AP multiple choice practice. To complete these questions, students must read closely and deeply. Students will answer these questions individually, and we will then discuss the correct answers, and HOW to identify the correct answers to these kinds of questions. | Assignment(s) Due-  AP multiple choice questions (in-class) |
| WEDNESDAY  Learning Target-Improvement of vocabulary  Following the vocabulary quiz, we will briefly discuss the motif charts, which will be turned in. Then, students will be given a list of symbols and will be asked to write a piece of “flash fiction” (a short story of one-two pages) incorporating these symbols. These pieces will be due Friday. | Assignment(s) Due-  Motif chart on chapters 1-3  Vocabulary quiz |
| THURSDAY  Learning Target-Deep reading and literary analysis  Today we will introduce the FRQ or “free response question,” which is a timed essay responding to a prompt. These timed essays make up one half of the AP exam, and demand detailed analysis of literary works. The prompt for this timed writing will ask students to exhibit their understanding of symbolism in their reading of “Invisible Man” (through chapter 3 at this point). | Assignment(s) Due-  Forty minute timed writing (FRQ) |
| FRIDAY  Learning Target-Deep analysis of symbolism, style, content and other considerations in literature  Today we will have a brief reading quiz and a Socratic dialogue based on the first five chapters of “Invisible Man.”  Students will read through chapter 9 for Wednesday 08/28 and through chapter 12 for Friday 08/30. | Assignment(s) Due-  Reading quiz/Socratic dialogue  Symbol “flash fiction” pieces |