**The Academy for Technology & the Classics**

**Lesson Plan Template**

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| **Instructor’s name: Devin Ayers** | **Course/Grade:****Grade 9 English I**  |
| **Week of:****09/16 – 09/20** | **Unit Name:****Rhetorical/Literary Analysis in *Kindred*** |

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| **Common Core/ NM Content Standards:****SL9-10.1; RI9-10.1 – RI9-10.6; W9-10.1; W9-10.5** |

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| **Essential Question(s):****How does an author use rhetorical strategies to influence the audience when writing a non-fiction work? How does an author use similar strategies, paired with literary devices and writing style, to create effective works of fiction that have an equally powerful impact on the reader?**  | **Connections (prior learning/prior knowledge):** **Students will identify previous non-fiction works they have encountered that addressed important issues of social justice. Students will identify previously read works of short fiction and whey they were effective.**  |
| **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:** **Novel: Kindred****Essay on racism by Octavia Butler** ***Kindred*-based short story handout**  |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)****Daily: direct observation/short answer writing assignments****This Week: direct observation/short answer writing assignments/short story writing assignment/Socratic dialogue****Unit: direct observation/short answer writing assignments/short story writing assignment/Socratic dialogue** |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAYLearning Target- Students will be able to identify rhetorical devices, author intention, theme and writing style in a work of non-fiction. They will display their understanding by answering a serious of short answer questions based on the reading. Today students will read an essay prepared by Octavia Butler for National Public Radio. The dominant theme of the piece is racism, but other issues, including the role of fiction in social justice, are addressed. Students will read the piece and answer the following questions; each answer should be a minimum of three complete sentences, and each answer should site the text in some way: 1. What are three important themes addressed in this speech?
2. What does the author’s attitude toward racism seem to be?
3. What goals does the author have for this piece (what is her intention in writing it)?
4. What rhetorical devices are employed to achieve the above goals (name at least three)?
5. What solution(s) to the problem of racism does the author offer?
 | Assignment(s) Due- Five short answer questions (completed in class)  |
| TUESDAY Learning Target- Students will learn about character, conflict, historical details, setting, plot, theme and dialogue in literature. They will learn through review of a handout and through class discussion. They will show their learning through class discussion. In class today, we will review a handout that details a writing assignment in which students will write a short story based on their reading of Kindred. The assignment will deal with the literary devices and components mentioned above.  | Assignment(s) Due- |
| WEDNESDAYLearning Target-Students will further their understanding of character, conflict, historical details, setting, plot, theme and dialogue in literature. They will learn through analysis of one another’s work based on the writing assignment described above. They will show their learning by responding critically (in writing) to the work of their peers. Today we will engage in peer analysis of rough drafts of the writing assignment described above. Students will rate one another’s work using a fiction rubric provided by the instructor.  | Assignment(s) Due-Reading: Pages 84-112Reading Quiz Rough draft of *Kindred*-based short story  |
| THURSDAYLearning Target- Students will further their understanding of character, conflict, historical details, setting, plot, theme and dialogue in literature. They will learn through analysis of one another’s work based on the writing assignment described above. They will show their learning by responding critically (in writing) to the work of their peers. Today we will engage in peer analysis of rough drafts of the writing assignment described above. Students will then assign their own work a score, and we will discuss the results as a whole class.  | Assignment(s) Due- |
| FRIDAYLearning Target- Students will understand historical context, character development, setting, plot, theme and the use of dialogue in literature. They will show their learning by participating in Socratic dialogue.  | Assignment(s) Due-Reading: pages 114-143Reading QuizSocratic dialogue (pages 84-143)Second draft: Kindred-based short story**For next week: read pages 144-174 for Wednesday****Read pages 175-188 for Friday.**  |