**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:****09/09-09/13** | **Unit Name:****Analyzing the State of Education**  |

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| **Common Core/ NM Content Standards:****RI11-12.1 – RI11-12.6; SL11-12.1 – SL11-12.4** |

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| **Essential Question(s):****How do we learn in today’s educational system in the United States? What other ways might there be to learn? How can you take part in the process of learning actively, rather than passively? What other models of education might be possible?**  | **Connections (prior learning/prior knowledge):** Students will reflect on their education thus far, and on their current education. They will relate their own experiences to those in different educational paradigms and imagine other possible paradigms.  |
| **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*.**  |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)****Daily: small group discussion/writing assignments/oral check in from instructor****This Week: small group discussion/writing assignments/oral check in from instructor/Socratic dialogue** **Unit: Essay/ small group discussion/writing assignments/oral check in from instructor/Socratic dialogue**  |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAYLearning Target- Students will analyze “Learning to Read” by Frederick Douglass and determine the methods by which he learned to read. They will also be able to relate his experience to their own and determine similarities and differences in their experiences. They will then articulate the story of their own journey to literacy. All this analysis will be articulated in small group discussions and in a written “literacy narrative.” Students will read the above mentioned piece individually, and then in small groups they will discuss the similarities and differences in their individual experiences in learning to read, and then again the similarities and differences between their collective experience and that of Frederick Douglass. They will then write a “literacy narrative” describing their own experiences with learning to read. They will answer the following questions: What were the key features of your journey toward literacy? What were some obstacles you faces along the way? How did you overcome them?  | Assignment(s) Due- “Reading Narrative”  |
| TUESDAY Learning Target- Students will read and analyze “Learning to Write” by Benjamin Franklin in the *Norton Reader*. They will understand the concept of an autodidact, or self-taught individual. They will articulate their own experiences with learning to write, and describe the differences and similarities between their own experiences and those of Franklin. This knowledge will be expressed through small group discussions and a written “writing narrative.” Students will read the above piece individually, and then in small groups they will discuss the similarities and differences in their individual experiences in learning to write, and then again the similarities and differences between their collective experience and that of Franklin. They will then write a “writing narrative” describing their own experiences with learning to write. They will answer the following questions/prompts: Benjamin Franklin is a famous autodidact, or self-taught individual. Describe some of your own experiences in discovering things about writing without the help of a formal classroom. What are some of the most interesting or profound experiences you have had with writing? Looking to the future, how would you like to further develop your writing skills? What do you think might be the best way to accomplish your goals?  | Assignment(s) Due-“Writing Narrative” |
| WEDNESDAYLearning Target-Students will develop their skills in identifying positive aspects of quality writing, such as diction, varied syntax, organization, clear thesis, correct citation and coherent style. They will equally identify areas of need in these same areas. This will be accomplished through editing of peer work (a synthesis essay).  | Assignment(s) Due-First Draft: Synthesis Essay  |
| THURSDAYLearning Target- Students will develop their skills in identifying positive aspects of quality writing, such as diction, varied syntax, organization, clear thesis, correct citation and coherent style. They will equally identify areas of need in these same areas. This will be accomplished through editing of peer work (a synthesis essay).  | Assignment(s) Due- |
| FRIDAYLearning Target- Students will investigate pedagogical practices, learning environments, and attitudes toward education, as well as the use of rhetorical devices and writing style by an author to produce a desired effect. Their understanding will be articulated in Socratic dialogue.  | Assignment(s) Due-Reading: “How Teachers Make Children Hate Reading” from *The Norton Reader*Socratic dialogue For next week: Draft two of the synthesis essay will be due Wednesday, 09/18. Reading: “The Gender Gap at School” should be read by Wed. 09/18, and “Taking Women Students Seriously” should be read by Friday, 09/20.  |