**The Academy for Technology & the Classics**

**Lesson Plan Template**

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| **Instructor’s name: Devin Ayers** | **Course/Grade:**  **Literature and Composition** |
| **Week of:**  **09/16 – 09/20** | **Unit Name:**  **Writing quality theses and opening paragraphs** |

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| **Common Core/ NM Content Standards:**  **RL11-12.1 – RL11-12.3; RL11-12.4; RL11-112.5; W11-12.5; SL11-12.1; SL11-12.3** |
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| **Essential Question(s):**  **How do we generate quality theses and opening paragraphs? How do we seamlessly include citations/references to a text in a piece of analytical writing?** | **Connections (prior learning/prior knowledge):**  **Students will consider past theses and citations they have generated in other courses and understand how to improve upon them.** |
| **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:**  ***Norton Reader***  **AP thesis handout** |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)**  **Daily: direct observation/small group discussion/whole class discussion/Socratic dialogue**  **This Week: short writing/direct observation/small group discussion/whole class discussion/Socratic dialogue**  **Unit: short writing/direct observation/small group discussion/whole class discussion/Socratic dialogue/essay** | |
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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAY  Learning Target-  Students will learn to generate a quality thesis and opening paragraph based on an AP reading and prompt. They will show their knowledge by improving a previously generated opening paragraph.  In class, we will go over an AP handout that contains a variety of theses and opening paragraphs based on a single reading and prompt. We will identify quality features and well as areas of need for these examples. Then, in pairs, students will rewrite an opening paragraph that was generated using this reading and prompt, improving upon the thesis, seamless insertion of citation, organization and style. | Assignment(s) Due-  In their notebooks, students will rewrite an opening paragraph generated using and AP reading and prompt. |
| TUESDAY  Learning Target-  Students will further their understanding of quality thesis writing and creation of opening paragraphs. They will do this by generating an opening paragraph for five pieces previously read in the *Norton Reader*.  In class, students will begin to generate opening paragraphs using five previously read pieces from the *Norton Reader*, each using the particular piece to address the following prompt:  What rhetorical and literary devices does the author use to achieve his aims? What are the author’s goals (which are achieved by his use of rhetorical and literary devices)? | Assignment(s) Due- |
| WEDNESDAY  Learning Target-  Students will continue to advance their skills in generating theses and quality opening paragraphs using seamless citation and advanced use of language. They will do this by analyzing one another’s work and reworking one of their five opening paragraphs to be used for an actual essay. | Assignment(s) Due-  Five opening paragraphs, based on five previously read pieces from the *Norton Reader.*  Draft two: Financial Aid Essay (assigned last week) |
| THURSDAY  Learning Target-  Students will continue to advance their skills in generating theses and quality opening paragraphs using seamless citation and advanced use of language.  In class, we will review examples of student-generated opening paragraphs, offering suggestions for improvement.  Students will then write one more opening paragraph, this time addressing one piece from the *Norton Reader*, and using the same prompt as before: What are the author’s goals in writing this book, and what rhetorical strategies were employed to reach those goals? At this point, we have spent considerable time and effort learning what makes an opening paragraph a work of quality, and what is needed to write a clear, succinct, effective thesis statement. Therefore, this paragraph should be, quite simply, *the best paragraph you have ever written.* It will be due on Wednesday of next week. | Assignment(s) Due- |
| FRIDAY  Learning Target-  Students will increase their understanding of rhetorical strategies in non-fiction writing. They will demonstrate this learning through Socratic dialogue. | Assignment(s) Due-  Reading: “Taking Women Students Seriously”  Socratic dialogue: “Taking Women Students Seriously”  For next week:  The “best paragraph you have ever written” will be due on Wednesday.  Reading for next week will be “Federalist Paper #10,” and work will be conducted in conjunction with students’ History course. |