**The Academy for Technology & the Classics**

**Lesson Plan Template**

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| **Instructor’s name:**  **Devin Ayers** | **Course/Grade:**  **Grade 12 AP Literature and Composition** |
| **Week of:**  **08/26 – 08/30** | **Unit Name:**  **Symbolism in *Invisible Man* Cont.’** |

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

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| **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** |
| **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)** | |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAY  Instructor absent – Students have an opportunity to read in groups and check each other for comprehension, as well as prepare for the vocabulary quiz. | Assignment(s) Due- |
| TUESDAY  Instructor absent – Students have an opportunity to read in groups and check each other for comprehension, as well as prepare for the vocabulary quiz. | Assignment(s) Due- |
| WEDNESDAY  Learning Target- Students will be able to identify the specific features that earn a particular score on the 9 point AP essay rubric.  Following the vocabulary quiz, students will begin the process of peer evaluation of their FRQ’s from last week. | Assignment(s) Due-  Reading through chapter 9  Vocabulary quiz  Peer analysis of FRQ essay (completed in class) |
| THURSDAY  Learning Target- Students will be able to identify the specific features that earn a particular score on the 9 point AP essay rubric.  Students will continue their peer evaluation activities from yesterday, finishing with at least two evaluations from two different peers. Once this is accomplished, the written evaluations will be returned to the student authors. Students should keep the essays and the evaluations in their course folders, as they will be used in class next week. | Assignment(s) Due-  Peer analysis of FRQ essay (competed in class) |
| FRIDAY  Learning Target-Students will demonstrate the ability to analyze and understand literature.  Today we will have a brief reading quiz and a Socratic dialogue based on chapters 9-12 of “Invisible Man.”  Students will read through chapters 13-15 for Wednesday 009/04 and chapters 16-18 for Friday 09/06. | Assignment(s) Due-  Reading through chapter 12  Reading quiz/Socratic dialogue |