**The Academy for Technology & the Classics**

**Lesson Plan Template**

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| **Instructor’s name: Devin Ayers** | **Course/Grade:****AP Literature (Grade 12)**  |
| **Week of: 09/03 – 09/07** | **Unit Name:*****Invisible Man***  |

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

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| **Essential Question(s): What rhetorical devices and strategies result in quality speech writing and delivery? In the essential speech scene in chapter 13 of *Invisible Man*, what makes the oration of the protagonist effective? How does he influence his audience?**  | **Connections (prior learning/prior knowledge): Students will identify examples of quality speeches they have encountered in the past and identify the rhetorical strategies that made them 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: *Invisible Man*, computers for research**  |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)****Daily: Discussion/checking for understanding of individual students** **This Week: Written speech/vocabulary quiz/reading quiz/Socratic dialogue** **Unit: Essay/vocabulary quiz/reading quiz/AP multiple choice questions/timed writing (FRQ)/Socratic dialogue**  |

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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAYLearning Target-  | Assignment(s) Due- **Labor Day! No school!**  |
| TUESDAY Learning Target- Students will read and discuss the “speech” scene in chapter 13 of Invisible man. They will identify and write examples of rhetorical devices used by the protagonist to develop an effective speech. They will identify important elements of speech writing (audience, issue, position). Students will help develop an assignment in which they will write and deliver their own speeches. Once student input has been gathered, the complete assignment will be posted in the classroom and on the instructor website.  | Assignment(s) Due- |
| WEDNESDAYLearning Target-Students will apply the understanding gained from their analysis of chapter 13 by beginning to construct their own speeches. Students will work in small groups to identify a topic, take position, and identify an audience around which they will craft a speech using appropriate language, syntax and rhetorical strategies.  | Assignment(s) Due-Vocabulary quizReading through chapter 15 in *Invisible Man*.  |
| THURSDAYLearning Target- Students will successfully conduct online research in order to identify appropriate sources for citation in their speeches.  | Assignment(s) Due- |
| FRIDAYLearning Target- Students will demonstrate the ability to analyze and understand literature, including an understanding of symbolism, rhetorical devices and the power of oratory.  | Assignment(s) Due-Reading quizSocratic dialogue – *Invisible Man* chapters 15-18Speeches due. For next week: read chapters 19-20 for Wednesday and chapters 21-22 for Friday.  |