**The Academy for Technology & the Classics**

**Lesson Plan Template**

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| **Instructor’s name: Devin Ayers** | **Course/Grade:****AP Literature and Composition (Grade 12)**  |
| **Week of:****09/09 – 09/13** | **Unit Name:****Understanding Characters in *Invisible Man***  |

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| **Common Core/ NM Content Standards:****RL11-12.1 – RL11-12.3; W11-12.2; SL11-12.1** |

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| **Essential Question(s):****How are individual characters significant to the successful function of a novel? What makes believable, effective characters? How do characters change through the course of a novel, and how is this development essential to the success of the novel? What are some significant or memorable characters you have encountered in other works of fiction? Why were they important to the narrative? How did they grow and change in the course of the narrative?**  | **Connections (prior learning/prior knowledge):** **Students will articulate their prior knowledge of blues music as it relates to this week’s assignment, or to other forms of music that have evolved from this essential form. Students will identify significant characters in other works of fiction they have encountered.**  |
| **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:** **Handouts: Body Biography assignment; lyrics sheet for “What Did I do to Be So Black and Blue” by Andy Razaf and Fats Waller****The novel *Invisible Man***  |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)****Daily: Written response/direct observation of student group work****This Week: Oral presentation/Socratic dialogue****Unit: Essay/written response/direct observation of student work/oral presentation/Socratic dialogue** |
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| **Time allotted** | **Lesson activities for instructor and students** |
| MONDAYLearning Target- Students will articulate the importance of blues music in the cultural context of Invisible Man by analyzing the song “What Did I do to be so Black and Blue.” Students will be able to articulate understanding of character, character development, theme, symbol and the importance of music (particularly blues music) in the novel Invisible Man by generating a “Body Biography” of a significant character from the novel. As a “Do Now” to begin the class, students will read and respond to the song “What Did I do to be so Black and Blue,” which appears in the novel. Next, the “Body Biography” assignment will be introduced, including a handout that explains the guidelines for the assignment.  | Assignment(s) Due-  |
| TUESDAY Learning Target- Students will be able to articulate understanding of character, character development, theme, symbol and the importance of music (particularly blues music) in the novel Invisible Man by generating a “Body Biography” of a significant character from the novel. Today students will work in small groups to complete the “Body Biography” assignment.  | Assignment(s) Due- |
| WEDNESDAYLearning Target-Students will be able to articulate understanding of character, character development, theme, symbol and the importance of music (particularly blues music) in the novel Invisible Man by generating a “Body Biography” of a significant character from the novel. Today students will work in small groups to complete the “Body Biography” assignment. | Assignment(s) Due-Reading – Chapters 19-20 |
| THURSDAYLearning Target- Students will be able to articulate understanding of character, character development, theme, symbol and the importance of music (particularly blues music) in the novel Invisible Man by generating a “Body Biography” of a significant character from the novel. Students will demonstrate oral presentation skills by presenting, explaining, and fielding questions about their “Body Biography” project.  | Assignment(s) Due-Body Biography.  |
| FRIDAYLearning Target- Students will articulate their understanding of character, theme, symbolism, narrative structure and cultural context through the use of Socratic dialogue.  | Assignment(s) Due-Reading – Chapters 21-22Reading Quiz: Chapters 19-22Socratic dialogue through chapter 22For next week: Read Chapters 23-Epilogue by Friday. |