

Ms. Smiley's Lesson Plan

<p><b>Dec. 1/A</b> <b>2,3,4</b></p>	<p><b>Topics: Big Question Focus/Quick Review/</b> <b>Learning Objectives: SWBAT-</b></p> <ol style="list-style-type: none"> <li>(1) Recall the specific crimes that occurred in "The Wife of Bath's Tale" &amp; "The Pardoner's Tale"</li> <li>(2) Identify connections between course literature and specific Big Questions</li> <li>(3) Track concrete examples of Brad Cohen's obstacles throughout his life</li> </ol> <p><b>Bell-Ringer:</b> Crime Report- Think back to the various crimes we read about in 2 of the tales. Summarize the crimes that characters committed during the tales. What were the crimes, and or sins, why did the characters commit the crimes, and what were the consequences for their actions? <b>15 minutes-</b> turn in completed Crime Report</p> <p><b>Classwork 1: Big Question Textbook Scavenger Hunt 30 minutes</b></p> <ul style="list-style-type: none"> <li>• Materials- BQ, NB paper, textbooks             <ol style="list-style-type: none"> <li>a. Students will use the textbooks in our class to try to locate specific examples of artifacts that are somehow related to their chosen Big Question- students need to try to find at least 3-4 artifacts from the textbooks [they can use both orange &amp; purple textbooks].</li> <li>b. Students must read the Background information for each selection PRIOR to recording the literature on their paper.</li> <li>c. For each possible artifact, student needs to record the title, author, page number, and a brief statement that suggests why this could possibly be used for their BQ.</li> </ol> </li> </ul> <p><b>Classwork 2: Obstacle Tracker Continued</b></p> <ul style="list-style-type: none"> <li>• Materials- NB paper &amp; <i>Front of the Class</i> video             <ol style="list-style-type: none"> <li>a. Students will continue tracking the multiple obstacles Brad Cohen had to deal with while combating Tourette's syndrome.</li> <li>b. <b>BQ Application statement-</b> Students will use Ms. Smiley's BQ to construct a <b>BQ Artifact Connection Statement</b> How can life's obstacles make people stronger? (BQ 2014). The book/movie, <i>Front of the Class</i>, by Brad Cohen, is... (<b>BQ Artifact graphic organizer</b>)</li> </ol> </li> </ul> <p>Deliverables for today's class-</p> <ol style="list-style-type: none"> <li>(1) <b>Crime Report</b> (<i>The Canterbury Tales</i>)</li> <li>(2) Textbook Scavenger Hunt <b>3-4 artifacts</b></li> <li>(3) <b>BQ Application Statement</b></li> </ol> <p><b>Homework:</b> Continue searching for Artifacts- BQ Artifact Check # 1 Dec. 17/Dec. 18 2014</p>
<p><b>Dec. 2/B</b> <b>7, 8</b> <b>Dec. 3/</b> <b>A 2, 3,4</b></p>	<p><b>Topic: Poetry Exploration</b> <b>Learning Objectives: SWBAT-</b></p> <ol style="list-style-type: none"> <li>(1) Examine &amp; interpret various poetry using specific AP techniques [Core Analysis Frame/TP-CASTT].</li> <li>(2) Identify, analyze, and discuss the impact of various poetic elements and devices.</li> <li>(3) Identify &amp; compare the major differences between verse &amp; prose.</li> </ol> <p><b>Bell-Ringer:</b></p> <ol style="list-style-type: none"> <li>(1) <b>Copy 3 quotes</b> about poetry (a) record 3 quotes (Abercrombie/Frost/Tennyson) (b) What do they quotes really mean? <b>Pick 1 quote</b> to break down/record response/share</li> <li>(2) <b>Quick Talks-</b> Why do some people "hate" reading, discussing, and analyzing poetry? (<b>discuss ONLY</b>). Why do some people love poetry? <b>** written response—What are your personal views on poetry?</b></li> </ol> <p><b>Classwork 1:</b> Direction Instruction- <b>Core Analysis Frame</b> Handouts/ Distribute {D36,D37,D38,D39, D40,D42,D43}. Discuss concepts &amp; expectations when studying poetry---- <b>Highlight key concepts on each handout.</b> Q&amp;A clarification if needed.</p> <p><b>Classwork 2:</b> Read "Introduction to Poetry", by Billy Collins <b>Application of Core Concepts (CAF) pick 2 to "zone in" on using "Introduction to Poetry"</b> Guided Practice1</p> <p><b>Classwork 3:</b> Introduce and discuss <b>The Craft of Poetry PPT</b> Handout PPT outline/notes page- <b>students will work within their stations/pods to summarize key concepts within each slide [#4,5,6,7,9].</b> Guided Practice 2- Read "Those Winter Sundays" [slide #9].</p> <p><b>Exit Ticket/Closing Activity:</b> How can the Core Analysis Frame strategies help students understand poetry analysis better?</p> <p><b>Homework:</b></p> <ol style="list-style-type: none"> <li>(1) Continue searching for <b>QUALITY ARTIFACTS</b> for the BQ project.</li> <li>(2) <b>Review today's notes</b> and record responses to the <b>following questions: (a) Which concept from today's lesson was the most helpful to analyze poetry? (b) Which poem was easier to understand &amp; why? "Introduction to Poetry" or "Those Winter Sundays".</b></li> <li>(3) Make sure to <b>bring a copy of a poem that is linked to your BQ next class.</b></li> </ol> <p><b>Extra Credit Opportunity-</b> "With No Immediate Cause"- locate this poem and identify the 5 imagery techniques Deliverables for today's class: _____ Teaching Notes: _____</p>

<p>Date: _____</p> <p>Blocks: _____</p> <p>_____</p>	<p><b>Topic: Poetry Exploration Continued</b></p> <p><b>Learning Objectives: continued from previous class</b></p> <p><b>Bell-Ringer:</b> (Review) Which is easier to do, Examine content or Examine Language &amp; Style?- Quick Talk</p> <p><b>Classwork 1:</b></p> <ol style="list-style-type: none"> <li>(1) <b>Introduce &amp; discuss TP-CASTT</b>, which is another tool designed to help students analyze poetry—future expectation in higher level courses.</li> <li>(2) What do the letters stand for? <b>Take notes</b>- what matters most? <b>Pull out key information</b> from the graphic organizer</li> </ol> <p><b>Classwork 2: Put it to use!</b></p> <ol style="list-style-type: none"> <li>(1) Students will use their personally chosen <b>BQ related poem</b> to complete the TP-CASTT graphic organizer.</li> <li>(2) <b>Poetry Analysis Writing Task</b>- Discuss <b>assignment expectations and point value=70 points. Essay due 12/15 &amp; 12/16- start working on this assignment in class!!</b></li> <li>(3) <b>BQ artifact statement</b></li> </ol> <p><b>Exit Ticket:</b> How can TP-CASTT help students understand and analyze poetry on a deeper level?</p> <p><b>Homework:</b></p> <ol style="list-style-type: none"> <li>(1) Poetry Analysis Essay</li> <li>(2) Review Poetry Vocabulary (on website)</li> </ol> <p>Deliverables for today: _____</p> <p>Teaching Notes: _____</p>
<p>Date: _____</p> <p>Blocks: _____</p> <p>_____</p>	<p><b>Topic: Poetry Exploration &amp; Renaissance</b></p> <p><b>Learning Objectives: SWBAT-</b></p> <ol style="list-style-type: none"> <li>(1) Identify key strategies used to analyze poetry.</li> <li>(2) Identify key characteristics of the Renaissance literary time period.</li> </ol> <p><b>Bell-Ringer:</b></p> <ol style="list-style-type: none"> <li>(1) <b>Review</b> various poetry analysis strategies (<b>notes from previous classes</b>).</li> <li>(2) <b>Construct a Quick Quiz</b> based on the notes from the last 2 classes. <b>10 T/F questions that the notes can answer.</b></li> </ol> <p><b>Classwork 1: English Renaissance PPT</b>- discuss handout</p> <ol style="list-style-type: none"> <li>(1) <b>Answer Renaissance Questions (handout). 20 questions</b>—use the PPT &amp; textbook to complete this task.</li> </ol> <p><b>Classwork 2: Unrequited Love Activity.</b> “Love-The Game”--- <b>Aspects of Love page 282</b></p> <ol style="list-style-type: none"> <li>(1) What are the 4 types of love? Notes- what are the different stages of life?</li> <li>(2) Questions to Ponder (Quick Write/Quick Talks).</li> <li>(3) Pg. 283 “Dealing with rejection” (Journal/QT)/ Battle of the Sexes topic (a) What’s the difference between the way males and females deal with rejection? (b) Is breaking up on social media acceptable?</li> </ol> <p><b>Exit Ticket:</b> What are the 4 types of love?</p> <p><b>Homework:</b></p> <ol style="list-style-type: none"> <li>(1) Review Roots/Word Parts (website).</li> <li>(2) Poetry Analysis Essay- due 12/15 &amp; 12/16</li> <li>(3) BQ Artifacts Check #1 12/17 &amp; 12/18</li> </ol> <p>Deliverables for today: _____</p> <p>Teaching Notes: _____</p>