# Westside High School – Weekly Lesson Plan (Week At a Glance)

Teacher: Dr. Weatherred Subject: English Course: 11th Grade ELA – Balboa Date(s): \_\_8/18 - 8/22\_\_\_\_\_\_

Standards:  
• Cite strong and thorough textual evidence to support analysis.  
• Determine two or more themes and analyze their development.  
• Analyze the impact of the author’s choices in a story or drama.  
• Analyze point of view and its influence on the text.  
• Determine the meaning of unknown and multiple-meaning words.

Essential Questions:  
• How does point of view shape our understanding of a character?  
• What tools does an author use to influence our perception?  
• Can a character be both admirable and flawed? Vocabulary: Vocabulary: tone, bias, point of view, narrator, imagery, connotation, characterization

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| **Day** | **Activation of Learning**  **(5 min)** | **Focused Instruction**  **(10 min)**  “I DO” | **Guided Instruction**  **(10 min)**  “WE DO” | **Collaborative Learning**  **(10 min)**  “Y’ALL DO” | **Independent Learning**  **(10 min)**  “YOU DO” | **Closing**  **(5 min)** |
| Monday | First a brief video about Balboa.  KWL Chart – What do you know about conquistadors or colonial exploration? | Learning Target: “I can analyze character motivation and narrative point of view.” | Read aloud pp. 24–27, model annotation of tone and imagery. | Partner Discussion: What does the narrator think of Balboa? How do we know? | Reflection journal: Describe Balboa using textual evidence. | Exit Ticket: What do we learn from the narrator’s tone? |
| Tuesday | Quick Write: How does ambition drive a character’s choices? | Mini-lesson: 3rd person limited vs. omniscient narrator. | Guided Reading: Annotate for characterization and bias (pp. 28–31). | Collaborative Annotation: Group work on specific passages. | Graphic Organizer: Track Balboa’s actions and how he’s portrayed. | 3-2-1 Summary: 3 facts, 2 conflicts, 1 question. |
| Wednesday | Anticipation Guide: Do powerful people always act ethically? | Think-Aloud: Explore tone and connotation in narrator’s word choices. | Prompting & Cueing: What are we meant to admire or criticize? | Socratic Seminar: Is Balboa a hero, a villain, or something in between? | Independent paragraph: Analyze how the author shapes reader perception. | One-Minute Summary: Describe the author’s view of Balboa. |
| Thursday | Entry Ticket: What would you include in a character judgment? | Anchor Chart: Bias, tone, connotation, imagery – tools of perspective. | Mini-lesson: Structuring argument-based literary responses. | Peer Review: Swap draft paragraphs and score with rubric. | Revise response to include stronger textual evidence. | Revisit Learning Target: How well can you defend your point? |
| Friday | Real-World Scenario: Compare modern figures shaped by biased narration. | Performance Task: Write a short response on how narration alters perception. | Workshop: Finalize writing and confer with teacher. | Collaborative Review: Share and justify interpretations in small groups. | Submit response and reflection journal. | Exit Slip: What will you remember most about how narration shaped this story? |