**Weekly Lesson Plan: Grade 10, Unit 3, Analyze & Apply**

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| **Class:** |  | **Date:** |

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| Essential Question: *How can we escape what oppresses us?* |

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| WEEK 1 OF 1 | Day 1 (of 5) | Day 2 (of 5) | Day 3 (of 5) | Day 4 (of 5) | Day 5 (of 5) |
| Topic | **Letter from Birmingham Jail** | **Letter from Birmingham Jail** | **Letter from Birmingham Jail** | **Letter from Birmingham Jail** | **Letter from Birmingham Jail** |
| Skills | **Reading:** Analyze Argument **RI.10.8****Reading:** Analyze Rhetorical Devices**RI.10.6** | **Reading:** Analyze Argument **RI.10.8****Reading:** Analyze Rhetorical Devices**RI.10.6** | **Reading:** Analyze Argument **RI.10.8****Reading:** Analyze Rhetorical Devices**RI.10.6** | **Reading:** Analyze Argument **RI.10.8****Reading:** Analyze Rhetorical Devices**RI.10.6****Writing:** Seminal Documents**RI.10.9, W.10.9.b****Research:** Civil Rights Leaders**W.10.8****Speaking & Listening:** Current Events**SL.10.1.b** | **Vocabulary:** Context Clues**L.10.4.a****Grammar:** Repetition and Parallelism**L.10.1.a, L.10.3** |
| Activity | * Get Ready, pp. 190–192
* Social & Emotional Learning: Social Awareness, p. 190
 | * Read paragraphs 1–24, pp. 193–202
* Notice & Note Signpost: Quoted Words, SE/TE p. 193
* Close Read Screencast: Modeled Discussion, p. 193
* Notice & Note Signpost: Extreme or Absolute Language, SE/TE p. 195
* Notice & Note Signpost: Contrasts and Contradictions, TE p. 197
* Close Read Screencast: Modeled Discussion and Activity, p. 199
* Connect to the Essential Question, p. 200
* Social & Emotional Learning: Make Personal Connections, p. 200
* Notice & Note Signpost: Questioning Stance, SE/TE p. 202
 | * Read, paragraphs 25–50, pp. 202–211
* Notice & Note Signpost: Quoted Words, SE/TE pp. 203, 209
* Connect to the Essential Question, p. 204
* Cross-Curricular Connection, p. 210
 | * Respond, pp. 212–213
* Social & Emotional Learning: Social Awareness, p. 213
 | * Respond, pp. 214–215
 |
| Vocabulary  | **Expand Your Vocabulary**p. 192* cognizant
* moratorium
* retaliate
* precipitate
* complacency
* manifest
* mores
* provocation
 | **Vocabulary in Context*** cognizant, p. 194
* moratorium, p. 196
* retaliate, p. 197
* precipitate, p. 202

**Applying Academic Vocabulary**p. 197* equivalent
* incentive
 | **Vocabulary in Context*** complacency, p. 203
* manifest, p. 204
* mores, p. 207
* provocation, p. 209
 | **Academic Vocabulary**SE p. 213* comprehensive
* equivalent
* incentive
* innovate
* subordinate
 | **Expand Your Vocabulary**p. 214* retaliate
* moratorium
* cognizant
* mores
* manifest
* provocation
* complacency
* precipitate
 |
| Differentiated Instruction | * When Students Struggle, p. 191
* Scaffolding for English Learners, p. 192
 | * When Students Struggle, pp. 193, 194, 198, 201
* Scaffolding for English Learners, pp. 195, 199, 202
* To Challenge Students, p. 196
* Summary with Targeted Passages, p. 198
 | * When Students Struggle, pp. 203, 204, 207, 208
* Scaffolding for English Learners, pp. 205, 209, 211
* To Challenge Students, p. 206
* Summary with Targeted Passages, p. 210
 | * When Students Struggle, p. 212
* A picture containing object, clock  Description automatically generated Scaffolded Support for text analysis and response
 | * Scaffolding for English Learners, pp. 214, 215
 |
| Assessment |  | * Quick Check
 | * Quick Check
* Assessment Practice
 | * Analyze the Text
* Choices
 | * Schedule the **Selection Test** using the online or Word version.
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| Notes |  |  |  |  |  |
| Online Resources | * Letter from Birmingham Jail eBook
* Hard-Won Liberty Response Log
* Letter from Birmingham Jail Selection Test (online or Word)
* Selection Audio in Letter from Birmingham Jail eBook
* Letter from Birmingham Jail Text Sketch (in English and Spanish)
* Letter from Birmingham Jail Summary
* Notice & Note Handbook
* Persuasive Planner Graphic Organizer
* Letter from Birmingham Jail Close Read Screencasts
* Letter from Birmingham Jail Close Read Practice
* Peer Coach Videos: Evaluate Author’s Argument
 | * Anchor Charts: Evaluate Author’s Argument
* Level Up Tutorial: Analyzing Arguments
* Level Up Practice: Analyzing Arguments
* Interactive Vocabulary Lesson: Using Context Clues
* Multilingual Glossary
* Multilingual Summary
* Critical Vocabulary: Spanish
* Literary Terms and Academic Vocabulary: Spanish
* A picture containing object, clock  Description automatically generated
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**Instructional Support**

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| What is this argument about? | **Summary:** Martin Luther King, Jr. was criticized by a group of clergymen for his “unwise and untimely” protests against racial injustice in Birmingham, Alabama. In “Letter from Birmingham Jail,” which is his response to his critics, King describes the conditions that prompted the protests;  | defends his role in the protests; explains the steps involved in planning nonviolent direct action; criticizes moderates who decry injustice but don’t take action against it; and expresses his hope that a day of racial equality and freedom for all will come. |
| How complex is the text? | **Quantitative Measures: 1160L** | **Qualitative Measures*** **Ideas Presented:** Mostly literal and straightforward; purpose and stance clear
* **Structure Used:** Organization of main ideas and details complex, but mostly explicit
* **Language Used:** Many unfamiliar, academic, or domain-specific words; complex sentence structures
* **Knowledge Required:** Specialized knowledge required; somewhat complex civics concepts; many religious references, but with footnotes
 |
| What if students don’t understand the text? | * **Multilingual Glossary** provides selection vocabulary in multiple languages.
* **Text Sketch** (in English and Spanish) provides a high-level visual summary of the text.
* **Summary with Targeted Passages** helps students comprehend complex texts.
 | * **Close Read Screencast Videos** provide modeled discussions of the text.
* **Close Read Practice** provides additional independent practice with close reading.
* **Persuasive Planner Graphic Organizer** could help students track claims and evidence used in the text.
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| What if students don’t understand the informational skills? | * **Differentiated Instruction** notes, pp. 191, 193, 194, 198, 201, 203, 204, 207, 208, 212
* **Peer Coach Video:** **Evaluate Author’s Argument** provides peer instruction in how to evaluate an author’s argument.
* **Anchor Chart:** **Evaluate Author’s Argument** provides a high-level visual summary of how to evaluate an author’s argument.
 | * **Level Up Tutorials** and **Practice Tests** can be used for reteaching:
	+ **Level Up Tutorial: Analyzing Arguments**
	+ **Level Up Practice: Analyzing Arguments**
 |
| What if I want to teach a different informational skill?  | **Alternate Skills**Identify Faulty Reasoning **RI.10.5, RI.10.6, RI.10.8*** **Skills Coach:** Identify Faulty Reasoning
* **Peer Coach Video:** Identify Faulty Reasoning
* **Anchor Chart** **ENG & SPANISH** Identify Faulty Reasoning

**Assessment*** **Guided Skills Practice:** Identify Faulty Reasoning
	+ Risk and Exploration Revisited **(960L)**
	+ What Teenagers Need to Thrive **(1060L)**
	+ Life in the Treetops **(1120L)**
 | Identify Opposing Claims and Counterclaims **RI.10.5, RI.10.8*** Teacher’s Edition note, p. 205
* **Skills Coach:** Identify Opposing Claims and Counterclaims
* **Peer Coach Video:** Identify Opposing Claims and Counterclaims
* **Anchor Chart** **ENG & SPANISH** Identify Opposing Claims and Counterclaims
* **Level Up Tutorial:** Elements of an Argument

**Assessment*** **Level Up Practice:** Elements of an Argument
* **Guided Skills Practice:** Identify Opposing Claims and Counterclaims
	+ Is Talent Enough? **(790L)**
	+ What’s Bugging Us **(880L)**
 |
| What activities can I use for grouping or independent learning? | **Flexible Grouping Options,** p. 190C* **Whole Group** Idea Wave
* **Small Group** Think-Pair-Share
* **Independent Learning** Compare Arguments

**Flexible Grouping Option** Analyze the Text, p. 212 | **Choices,** p. 213* **Seminal Documents** Comparative Mapping
* **Civil Rights Leaders** Mock Interview
* **Current Events** Work with Others
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| How can I help English Learners access the selection and skills? | **For English Learners*** **Build Background,** p. 190D
* **Cultural Notes,** p. 190D
* **Scaffolding for English Learners** notes, pp. 190D, 192, 195, 199, 202, 205, 209, 211, 214, 215
 | **Online Resources*** Spanish Resources
* Text Sketch **ENG & SPANISH**
* Multilingual Glossary
* Summary with Targeted Passages
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| How do I support students who need a challenge? | * **To Challenge Students** notes, pp. 190D, 196, 206
* **Close Read Screencasts,** pp. 193, 199
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| How do I support and motivate my students as they write? | Writable[Writable](https://www.hmhco.com/one) is an online writing tool found on the HMH Ed platform that features:* assignable writing tasks for all selections in *Into Literature*
* a bank of more than 600 customizable, standards-aligned writing prompts
* peer review and revision tracking
* interactive grading rubrics
* AI feedback with RevisionAid
* originality checking with TurnItIn
* Google Docs integration
* and data-driven reports for deeper insight into student performance
 | Writable can help you prepare your students for the end-of-unit writing task.**Op-Ed:** ClaimIn this assignment, students write an Op-Ed supporting either the general idea of “Letter from Birmingham Jail” or a more specific idea from that text. The focus is on crafting a strong, clearly stated claim as part of an engaging introduction. Writing a powerful introduction that grabs the reader's attention and states a strong claim is a skill required by the end-of-unit Writing Task.**Duration:** 30–40 minutes **Format:** Short Response |
| How will students demonstrate their understanding of the lesson? | **Assessment Options*** **Quick Checks,** pp. 203, 210
* **Assessment Practice,** p. 211
* **Analyze the Text,** p. 212
* **Choices,** p. 213
* **Selection Test**
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