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

Class: 10th Lit./Comp.   **Date: Week of 1/27/25**

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

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	The American Embassy	The American Embassy	The American Embassy	The American Embassy	The American Embassy
Skills	**Reading:** Analyze Character Development **RL.10.3** **Reading:** Analyze Plot Structure: Flashback **RL.10.5**	**Reading:** Analyze Character Development **RL.10.3** **Reading:** Analyze Plot Structure: Flashback **RL.10.5**	**Reading:** Analyze Character Development **RL.10.3** **Reading:** Analyze Plot Structure: Flashback **RL.10.5**	**Reading:** Analyze Character Development **RL.10.3** **Reading:** Analyze Plot Structure: Flashback **RL.10.5** **Writing:** Epilogue **W.10.3** **Speaking & Listening:** Propose a Solution **SL.10.4**	**Vocabulary:** Verify Word Meanings **L.10.4.c, L.10.4.d** **Grammar:** Adjectival Phrases **L.10.1.b**

			Social & Emotional Learning: Research Immigrant Accounts **W.10.6, W.10.7**	
Activity	• Get Ready, pp. 216–218 • Social & Emotional Learning: Social Awareness, p. 216	• Read paragraphs 1–33, pp. 219–225 • Notice & Note Signpost: Again and Again, SE/TE p. 221 • Cross-Curricular Connection, p. 225	• Read paragraphs 34–67, pp. 225–231 • Notice & Note Signpost: Aha Moment, SE/TE p. 228 • Notice & Note Signpost: Again and Again, SE/TE p. 229 • Connect to the Essential Question, p. 230	• Respond, pp. 232–233 • Social & Emotional Learning: Social Awareness, p. 233	• Respond, pp. 234–235
Vocabulary	**Expand Your Vocabulary** p. 218 • flog • denunciation • flamboyant • nondescript • compile	**Vocabulary in Context** • flog, p. 220 • denunciation, p. 220 • flamboyant, p. 221 • nondescript, p. 222	**Vocabulary in Context** • compile, p. 226 **Applying Academic Vocabulary** p. 229 • comprehensive • incentive • subordinate	**Academic Vocabulary** p. 233 • comprehensive • equivalent • incentive • innovate • subordinate	**Expand Your Vocabulary** p. 234 • flog • denunciation • flamboyant • nondescript • compile
Differentiated Instruction	• When Students Struggle, p. 217	• To Challenge Students, pp. 219, 223	• To Challenge Students, p. 226	• When Students Struggle, p. 232	• Scaffolding for English Learners, pp. 234, 235

	• Scaffolding for English Learners, p. 218	• When Students Struggle, p. 220 • Scaffolding for English Learners, pp. 221, 222, 224	• When Students Struggle, pp. 227, 230 • Scaffolding for English Learners, pp. 228, 231	• Scaffolding for English Learners, p. 233 • Writable Scaffolded Support for text analysis and response	
Assessment		• Quick Check	• Quick Check • Assessment Practice	• Analyze the Text • Choices	• Schedule the **Selection Test** using the online or Word version.
Notes					

Online Resources	
• The American Embassy eBook • Hard-Won Liberty Response Log • The American Embassy Selection Test (online or Word) • Selection Audio in The American Embassy eBook • Notice & Note Handbook • Sequence Chart Graphic Organizer • Peer Coach Videos: Analyze Characterization, Analyze Narrative Structure • Anchor Charts: Analyze Characterization, Analyze Narrative Structure (in English and Spanish)	• Level Up Tutorials: Methods of Characterization; Plot: Sequence of Events • Level Up Practice: Methods of Characterization; Plot: Sequence of Events • Interactive Grammar Lesson: Adjective Phrases and Adverb Phrases • Interactive Vocabulary Lesson: Using Reference Sources • Multilingual Glossary • Critical Vocabulary: Spanish • Literary Terms and Academic Vocabulary: Spanish • Writable

Instructional Support

What is this short story about?	**Summary:** The story opens with an unnamed woman standing in the visa line at the American Embassy in Lagos, Nigeria. Through a series of flashbacks, the reader learns that she was an anti-government journalist before getting married and having a child. Her husband had continued writing stories that were critical of the government until a few days prior. He is forced to flee and escapes to a neighboring country before soldiers can arrest him.	The soldiers ransack the family's house and end up shooting and killing the couple's four-year-old son, Ugonna. The woman escapes by jumping off a balcony. As she waits to apply for asylum in the United States, she thinks about her son and their home village. She realizes that she would rather stay in Nigeria, even if it means a future of danger and separation from her husband.
How complex is the text?	**Quantitative Measures: 1020L**	**Qualitative Measures** • **Ideas Presented:** Explicit descriptions of events, with mostly implied meanings • **Structure Used:** Complex, using flashbacks to provide essential information about prior events • **Language Used:** Many Tier II words with some culture- and setting-specific words • **Knowledge Required:** Some historical and cultural background needed to understand characters' actions and motivations
What if students don't understand the text?	• **Multilingual Glossary** provides selection vocabulary in multiple languages.	• **Sequence Chart Graphic Organizer** could help students to plot a chronology of events.

What if students don't understand the literary skills?	• **Differentiated Instruction** notes, pp. 217, 220, 227, 230, 232
	• **Peer Coach Video: Analyze Characterization** provides peer instruction in analyzing characterization.
	• **Anchor Chart: Analyze Characterization** provides a high-level visual summary of analyzing characterization.
		• **Peer Coach Video: Analyze Narrative Structure** provides peer instruction in identifying narrative structures.
		• **Anchor Chart: Analyze Narrative Structure** provides a high-level visual summary of identifying narrative structures.
		• **Level Up Tutorials** and **Practice Tests** can be used for reteaching:
		   ○ **Level Up Tutorial: Methods of Characterization**
		   ○ **Level Up Practice: Methods of Characterization**
		   ○ **Level Up Tutorial: Plot: Sequence of Events**
		   ○ **Level Up Practice: Plot: Sequence of Events**

What if I want to teach a different literary skill?	**Alternate Skills**
	Analyze the Influence of Setting on Character and Plot
	RL.10.3
	• Teacher's Edition note, p. 224
	• **Skills Coach:** Analyze the Influence of Setting on Character and Plot
	• **Peer Coach Video:** Analyze the Influence of Setting on Character and Plot
	• **Anchor Chart ENG & SPANISH** Analyze the Influence of Setting on Character and Plot
	• **Level Up Tutorial:** Setting: Effect on Plot
	
	Assessment
	• **Level Up Practice Test:** Setting: Effect on Plot
	• **Guided Skills Practice:** Analyze the Influence of Setting on Character and Plot
	   ○ Tia **(750L)**
	   ○ *from* Markheim **(850L)**
		Analyze Figurative Language
		RL.10.4, L.10.5a
		• Teacher's Edition note, p. 223
		• **Skills Coach:** Analyze Figurative Language
		• **Peer Coach Video:** Analyze Figurative Language
		• **Anchor Chart ENG & SPANISH** Analyze Figurative Language
		• **Level Up Tutorial:** Figurative Language
		
		Assessment
		• **Level Up Practice Test:** Figurative Language
		• **Guided Skills Practice:** Analyze Figurative Language
		   ○ Two Violins **(740L)**
		   ○ *from* Love of Life **(910L)**
		   ○ First Love **(980L)**

What activities can I use for grouping or independent learning?	**Flexible Grouping Options,** p. 216C • **Whole Group:** Inside-Outside Circles • **Small Groups:** Cube Review • **Independent Learning:** Evaluate Author's Craft **Flexible Grouping Option:** Analyze the Text, p. 232	**Choices,** p. 233 • **Epilogue:** Imagine the Narrator • **Propose a Solution:** Contact a Government Official
How can I help English Learners access the selection and skills?	**For English Learners** • **Build Background,** p. 216D • **Cultural Notes,** p. 216D • **Scaffolding for English Learners** notes, pp. 216D, 218, 221, 222, 224, 228, 231, 233, 234, 235	**Online Resources** • Spanish Resources • Multilingual Glossary
How do I support students who need a challenge?	• **To Challenge Students** notes, pp. 216D, 219, 223, 226 • Extended **Choices** option, p. 233	

Writable

[Writable](#) 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.

Persuasive Speech: Reasons and Evidence

In this assignment, students read "The American Embassy," a short story by Chimamanda Ngozi Adichie, and contemplate the main character's unsafe situation, as well as her husband's work. Students then write a Persuasive Speech about whether it is selfish for journalists or political activists to endanger their own families because of their controversial work. Students choose a position and then use and cite reasons and evidence from more than one source to persuade their audience that their own perspective is the correct one. Supporting a claim using evidence from credible sources is a skill required by the end-of-unit Writing Task.

Duration: 60 minutes

Format: Short Response

Assessment Options

- **Quick Checks,** pp. 225, 231
- **Assessment Practice,** p. 231
- **Analyze the Text,** p. 232
- **Choices,** p. 233
- **Selection Test**