

Weekly Lesson Plan: Grade 10, Unit 2, Collaborate & Compare



Class: 10 CP Literature and Composition

Date: 12/2-12/6/24

Essential Question: *How does our point of view shape our view of the world?*

WEEK 1 OF 1	Day 1 (of 4)	Day 2 (of 4)	Day 3 (of 4)	Day 4 (of 4)	
Topic	A Contribution to Statistics	A Contribution to Statistics	A Contribution to Statistics	Compare Details	
Skills	<p>Reading: Analyze Structure RL.10.5</p> <p>Reading: Analyze Literary Devices RL.10.4, L.10.5.a</p>	<p>Reading: Analyze Structure RL.10.5</p> <p>Reading: Analyze Literary Devices RL.10.4, L.10.5.a</p> <p>Reading: Compare Details RL.10.7, RI.10.7</p>	<p>Writing: Write an Advice Letter W.10.1, W.10.10</p> <p>Media: Create an Infographic W.10.7, SL.10.5</p> <p>Social & Emotional Learning: Conduct a Poll W.10.7, SL.10.5</p>	<p>Reading: Compare Details RL.10.7, RI.10.7</p> <p>Writing: Research and Present W.10.7, W.10.8, SL.10.4</p>	
Activity	<ul style="list-style-type: none"> Get Ready and read "A Contribution to Statistics," pp. 162–167 	<ul style="list-style-type: none"> Respond, p. 168 	<ul style="list-style-type: none"> Respond, p. 169 Social & Emotional Learning: Social Awareness, p. 169 	<ul style="list-style-type: none"> Respond, pp. 170–171 	

	<ul style="list-style-type: none"> • Social & Emotional Learning: Self-Management, p. 162 				
Vocabulary			Academic Vocabulary p. 169 <ul style="list-style-type: none"> • differentiate • incorporate • mode • orient • perspective 		
Differentiated Instruction	<ul style="list-style-type: none"> • Scaffolding for English Learners, pp. 163, 164, 167 • When Students Struggle, pp. 165, 166 	<ul style="list-style-type: none"> • Writable Scaffolded Support for text analysis and response • When Students Struggle, p. 168 	<ul style="list-style-type: none"> • Scaffolding for English Learners, p. 169 	<ul style="list-style-type: none"> • To Challenge Students, p. 170 • When Students Struggle, p. 171 	
Assessment	<ul style="list-style-type: none"> • Quick Check: Day 1 • Assessment Practice 	<ul style="list-style-type: none"> • Analyze the Texts 	<ul style="list-style-type: none"> • Choices 	<ul style="list-style-type: none"> • Analyze the Texts • Schedule the Selection Test using the online or Word version. 	
Notes					
Online Resources	<ul style="list-style-type: none"> • The 100-Person Planet / A Contribution to Statistics eBook • The Power of Perception Response Log • Level Up Tutorials: Elements of Poetry • Level Up Practice: Elements of Poetry • Multilingual Summary 				

- The 100-Person Planet / A Contribution to Statistics Selection Test (online or Word)
- Selection Audio in The 100-Person Planet / A Contribution to Statistics eBook
- Notice & Note Handbook
- Venn Diagram Graphic Organizer
- Critical Vocabulary: Spanish
- Literary Terms and Academic Vocabulary: Spanish
- [Writable](#)
- Collaborate & Compare Text A: 100-Person Planet Editable Lesson Plan

Instructional Support

<p>What is this poem about?</p>	<p>Summary: This poem conveys the speaker’s estimation of how many people out of 100 exhibit various behaviors, hold various values, and exhibit various moral strengths and weaknesses. By inventing her own categories and “statistics” for human behavior, the speaker expresses her own point of view on human nature and the human condition.</p>		
<p>How complex is the text?</p>	<table border="0"><tr><td data-bbox="449 574 1163 954"><p>Quantitative Measures</p><p>A Contribution to Statistics: N/A</p></td><td data-bbox="1163 574 2011 954"><p>Qualitative Measures</p><ul style="list-style-type: none">• Ideas Presented: Multiple levels with subtle, implied meanings and purpose; use of irony• Structure Used: Poem follows a consistent pattern; stanzas follow a parallel structure• Language Used: Mostly explicit, but with some figurative language and idioms• Knowledge Required: Most of the text deals with subjects and situations that are familiar or easily envisioned</td></tr></table>	<p>Quantitative Measures</p> <p>A Contribution to Statistics: N/A</p>	<p>Qualitative Measures</p> <ul style="list-style-type: none">• Ideas Presented: Multiple levels with subtle, implied meanings and purpose; use of irony• Structure Used: Poem follows a consistent pattern; stanzas follow a parallel structure• Language Used: Mostly explicit, but with some figurative language and idioms• Knowledge Required: Most of the text deals with subjects and situations that are familiar or easily envisioned
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<p>What if students don’t understand the text?</p>	<ul style="list-style-type: none">• Venn Diagram Graphic Organizer could help students compare and contrast the two selections.		

<p>What if students don't understand the literary skills?</p>	<ul style="list-style-type: none"> • Differentiated Instruction notes, pp. 165, 166, 168, 171 • Level Up Tutorials and Practice Tests are digital lessons on a wide variety of skills that can be used for reteaching. <ul style="list-style-type: none"> ○ Level Up Tutorial: Elements of Poetry ○ Level Up Practice: Elements of Poetry
<p>What if I want to teach a different literary skill?</p>	<p>Alternate Skills</p> <p>Determine Author's Perspective</p> <ul style="list-style-type: none"> • Teacher's Edition note, p. 165 • Skills Coach: Determine Author's Perspective • Peer Coach Video: Determine Author's Perspective • Anchor Chart ENG & SPANISH Determine Author's Perspective • Level Up Tutorial: Author's Perspective <p>Assessment</p> <ul style="list-style-type: none"> • Level Up Practice: Author's Perspective • Guided Skills Practice: Determine Author's Perspective <ul style="list-style-type: none"> ○ What's Bugging Us (880L) ○ The Educated Consumer (920L) <p>Evaluate Structural and Stylistic Aspects of Poetry RL.9-10.5</p> <ul style="list-style-type: none"> • Skills Coach: Evaluate Structural and Stylistic Aspects of Poetry • Peer Coach Video: Evaluate Structural and Stylistic Aspects of Poetry • Anchor Chart ENG & SPANISH Evaluate Structural and Stylistic Aspects of Poetry <p>Assessment</p> <ul style="list-style-type: none"> • Guided Skills Practice: Evaluate Structural and Stylistic Aspects of Poetry <ul style="list-style-type: none"> ○ Speak Freely (N/A) ○ Strong Women (N/A)
<p>What activities can I use for grouping or independent learning?</p>	<p>Flexible Grouping Options, p. 162C</p> <ul style="list-style-type: none"> • Whole Group Idea Wave • Small Group Think-Pair-Share • Independent Learning Critique Poet's Craft <p>Flexible Grouping Option: Analyze the Texts, p. 168</p> <p>Choices, p. 169</p> <ul style="list-style-type: none"> • Write an Advice Letter Three Before Me • Create an Infographic Why Didn't I Think of That?

How can I help English Learners access the selections and skills?

For English Learners

- Build Background, p. 162D
- Cultural Notes, p. 162D
- **Scaffolding for English Learners** notes pp. 162D, 163, 164, 167, 169

Online Resources

- Spanish Resources

How do I support students who need a challenge?

- **To Challenge Students** note, p. 170
- Extended **Choices Option: Create an Infographic** p. 169

How do I support and motivate my students as they write?

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

Writable can help you prepare your students for the end-of-unit writing task.

Compare-and-Contrast Report: Conclusion

After reading and reflecting on the infographic “The 100-Person Planet” and Wisława Szymborska’s poem “A Contribution to Statistics,” students write a Compare-and-Contrast Report, analyzing the similarities and differences between the texts. Students focus on crafting a logical conclusion that sums up their analysis and offers new insight. Crafting a thought-provoking conclusion is an important skill for completing the end-of-unit Writing Task and for writing in the Information genre.

- and data-driven reports for deeper insight into student performance

Duration: 30–40 minutes

Format: Short Response

How will students demonstrate their understanding of the lesson?

Assessment Options

- **Quick Check** p. 167
- **Assessment Practice** p. 167
- **Analyze the Texts** pp. 168, 171
- **Choices** p. 169
- **Selection Test**