

Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26

Teacher: Ms. Brown

Subject: British Literature

Course: 12th Grade

10/20/25 - 10/24/25

Standards - ELAGSE12RL1–7, ELAGSE12RL9–10: Analyze themes, figurative language, diction, tone, imagery, and symbolism in British poetry.

Assessment - Class Participation - Canvas MC Assessments & Closing Tasks

Day	Learning Target (LT)	Success Criteria (SC)	Activation of Learning (5 min)	Focused Instruction – I DO (10 min)	Guided Instruction – WE DO (10 min)	Collaborative Learning – Y’ALL DO (10 min)	Independent Learning – YOU DO (10 min)	Closing (5 min)	Homework
10/20	I can identify and interpret metaphysical conceits and paradoxes in John Donne’s 'Death Be Not Proud.'	SC1: Define metaphysical conceit and paradox with examples from the poem. SC2: Explain how Donne uses these devices to convey his theme about mortality.	Quick Write – 'How do you personally view death? What makes it frightening or powerful?' Discuss in pairs.	Modeling with Think-Aloud – Annotate first two quatrains to locate conceit and paradox ('Death, thou shalt die').	Graphic Organizer (Guided) – Compare conceit vs. paradox with teacher prompts.	Collaborative Response - Explain the speaker's view of death in "Death Be Not Proud." How does metaphysical conceit and paradox support your claim?	Canvas Class Participation - MC Assessment	Poem handout with Activator, definitions, annotations - metaphysical conceit and paradox, Collaborative response	
10/21	I can analyze the structure and volta in 'Death Be Not Proud' to determine how they affect tone and meaning.	SC1: Identify the sonnet structure (Petrarchan form, rhyme scheme). SC2: Explain how the volta shifts tone or theme.	Anticipation Guide – 'Death always wins in the end. T/F – Defend.'	Direct Instruction (EDI) – Break down Petrarchan structure, rhyme scheme, and identify volta.	Prompting & Cueing – Locate lines signaling a tone shift ('What changes after line 8?').	Jigsaw Strategy – Rows paraphrase and analyze assigned lines. Then, volunteers in row teach tone evolution for Xtra Pt.	Canvas Class Participation - MC Assessment	Poem handout with Activator, annotations - sonnet structure, mark tone shifts and volta.	
10/22	I can analyze Queen Elizabeth I’s use of rhetorical appeals and questions in 'Farewell Speech, 1601.'	SC1: Identify ethos, pathos, and logos in the speech. SC2: Explain how rhetorical questions strengthen her argument.	KWL Chart – Students record what they know about rethorical appeals	Modeling with Think-Aloud – Identify ethos, pathos, and logos in opening paragraph of speech.	Reciprocal Teaching – Row Roles - summarizer, tone, rhetorical questions, ethos, pathos, logos	Class Participation Debate: 'Was Elizabeth more effective appealing to logic or emotion?' Must provide quotes for evidence.	Canvas Class Participation - MC Assessment	Poem handout with Activator, definitions of ethos, pathos, logos, rhetorical question	

10/23	I can evaluate how both Donne and Elizabeth use analogy and tone to express claims about power and mortality.	SC1: Compare how tone and analogy reveal each author's stance on death and leadership. SC2: Synthesize evidence from both texts to support a claim.	Think-Pair-Share – 'How can power or death be viewed as illusions?'	Venn Diagram – defining and comparing analogy and tone in both works.	Pair Problem Solving – Using Venn Diagram, match quotes from Donne and Elizabeth to shared or contrasting ideas.	Swapping Feedback – review other pairs' comparisons; add feedback on their comparisons and sign your name on their diagram.	Canvas Class Participation - MC Assessment	Speech handout with Activator, definition of analogy, annotations of tone	
10/24	I can demonstrate understanding of figurative language, rhetorical devices, and historical context in Donne and Elizabeth's works.	SC1: Analyze textual evidence in both works to support an inference about tone or theme. SC2: Summarize how historical context shapes meaning in each text.	Engaging Video with Prompt – View short clip on Elizabethan worldview; discuss how faith influenced Donne and Elizabeth's writing.	Review - key terms metaphysical conceit, paradox, rhetorical question, rhetorical appeals, analogy	Luck of the Draw – Prompt students for definitions (+1Pt if correct)	Think-Pair-Share – reflection 'What insight about mortality or leadership will you remember?'	Canvas Class Participation - MC Assessment	Think-Pair-Share Reflection - 'What insight about mortality or leadership will you remember?'	