

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 25-26

Teacher: Griffin,
Weatherred,
Wells

Subject: ELA

Course: American
Literature and
Composition

Grade: 11

Date(s): November 10-14

Standard:

- 11.T.T.2: Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.
 - 11.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; evaluate clarity of information.
 - 11.T.T.2.b: Analyze and evaluate texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations.
 - 11.T.T.2.c: Apply expository techniques to develop a cohesive text, organized in a way that clarified the relationship between ideas, includes multiple and varied types of information, uses multiple texts structures, and adjusts tone for a variety of audiences and purposes.
- 11.T.T.4: Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes.
 - 11.T.T.a.: Read, discuss, evaluate and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.
 - 11.T.T.b.: Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.

Assessment: ☒ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☐ None

	Pre-Teaching	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)
 Learning Target  Success Criteria 1  Success Criteria 2		Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question	Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices*	Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard	Jigsaw* Discussions* Expert Groups Labs Stations Think/Pair/Share Create Visuals Gallery Walk	Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio	Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod

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Monday	I am analyzing poetry.  I can identify and analyze the themes.  I can identify and analyze figurative language. I can analyze describe and analyze structure.	Do Now: Mini Quiz on Transcendentalism and "Song of Myself"	Direct Instruction: Analyzing Theme, Figurative Language, & Structure Model: Analyze Figurative Language in "The Soul Selects her own Society"	n/a	Two-Column Graphic Organizer: Read "Because I could not stop for Death." As you read, record, "What the Poem Describes" and "What it Might Mean."	Silent Reading w/ Written Response: Read "Much Madness is divinest Sense" and "Tell all the Truth but tell it slant" [HMH Unit 3, pg. 284]. Then, answer the following: Identify the paradoxes in the two poems. What truth does each paradox reveal?	Discussion: What are the themes that Dickinson explores in her poetry? Do you think the themes are unique to her experience or are they universal?

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Tuesday	I am learning the historical context for "The Minister's Black Veil."  I am identifying symbols in a literary text. I am assessing the setting in a story. I can identify key facts about Puritans, Nathaniel Hawthorne, and the Transcendental Movement. I can identify and analyze the key symbol in the story.  I can define symbol. I can track the setting and explain how it enhances meaning.	Engaging Video: The Puritans Were Not Tolerant of Other Religions	Mini Lecture: Symbols, Setting, and Nathaniel Hawthorne Model: Analyzing for Symbol and Setting in The Minister's Black Veil [Ed GA Science Unit 3 pg. 320 par. 1-9]	Graphic Organizer: Cornell Notes or Two-Column Notes (Students record quotes/evidence in left column, meaning/analysis in right.)	WRAP: With a group (or by yourself), read paragraphs 10-21. Record your notes as you go. [Ed GA Science Unit 3 pg. 320-333]	n/a	Exit Ticket: Why is the congregation so unsettled by Mr. Hooper? Why might Mr. Hooper choose to wear a black veil? Why does Mr. Hooper act shocked when he sees his veiled face in the mirror?

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Wednesday	I am identifying symbols in a literary text. I am assessing the setting in a story. I can identify key facts about Puritans, Nathaniel Hawthorne, and the Transcendental Movement. I can identify and analyze the key symbol in the story. I can define symbol. I can track the setting and explain how it enhances meaning.	Do Now: Consider the following words: - Melancholy - Dread - Obstinacy - Miserable - Horrible Find synonyms for these word. Turn and Talk: How do synonyms with different connotations affect meaning?	Mini Lecture: Nuances in Word Meanings Direct Instruction: Review of Symbols, Setting, and Hawthorn	Probing Questions: Summarize paragraphs 1-21 Graphic Organizer: Cornell Notes or Two-Column Notes (Students record quotes/evidence in left column, meaning/analysis in right.)	WRAP: With a group (or by yourself), read paragraphs 22-58. Record your notes as you go. [Ed GA Science Unit 3 pg. 326-333]	n/a	Turn and Talk: Discuss the following questions. Include the academic vocabulary words in your responses. - What is unique about the minister's appearance in church at the beginning of the story? - How does the topic of the minister's sermon relate to a theme of the story? - What does the black veil denote??

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Thursday	 	I am analyzing the setting and symbolism in "The Minister's Black Veil." I can explain how the setting effects the mood and the development of the theme. I can determine significance of the black veil and its meaning. I can trace themes in the text using textual evidence.	Give One, Get One: On index cards, record 3 statements about the story: an insight, a memorable image, and an unanswered question. When signaled, hand your statement to a student on your right. How do the statements on the card influence your thinking on the story?	Direct Instruction: Expert Groups	Graphic Organizer: Discussion Roundtable	Expert Groups: With your group, discuss your assigned question. When the time is up, share your answer with the class. Keep track of the conversation by recording your answers as we discuss. [GA ED Science Unit 3 pg. 334]	Written Response: What themes does the story suggest to you? Cite text evidence in your response. [GA ED Science Unit 3 pg. 334]	Group Discussion: Share your responses with the class.

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Friday	I am understanding the universal nature of the themes in "The Minister's Black Veil."  Alternative <i>I am analyzing the setting and symbolism in "The Minister's Black Veil."</i> I can explain how the themes of the "The Minister's Black Veil" are timeless and universal.  Alternative <i>I can score a 70% or higher on the assessment.</i>	Do Now: Mini Assessment on "The Minister's Black Veil" OR Do Now: Recall broken relationships you've seen in books, television, or films. What is the cause of the brokenness in these relationships?	Direct Instruction: Group Discussion Protocol Alternative <i>Direct Instruction: Assessment Protocol</i>	Graphic Organizer: Discussion Roundtable Alternative n/a	Group Discussion: As "The Minister's Black Veil" unfolds, it becomes apparent that the relationship between the minister and his congregation is broken. What are possible root causes for his broken relationship? What can be done to mend it? In a small group, address these questions. Consider which characters exhibit the skills below and which could develop them. - Communication - Empathy - Conflict negotiation	Written Response: What would be your advice to the community? Alternative <i>Assessment: Quiz on "The Minister's Black Veil" by Nathaniel Hawthorne</i>	Group Discussion: Share your advice to the community with the class.