|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard: ELAGSE9-10RL6: ANALYZE a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**  **ELAGSE9-10RL4: DETERMINE the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)**  **ELAGSE9-10RI6: DETERMINE an author’s point of view or purpose in a text and ANALYZE how an author uses rhetoric to advance that point of view or purpose.**  **ELAGSE9-10RI4: DETERMINE the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**  **ELAGSE9-10W2: WRITE informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**  **ELAGSE9-10W7: CONDUCT short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**  **Assessment: Quiz Test Project X Lab Writing None** | | | | | | | |
|  | Pre-Teaching  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  Learning Target    Success Criteria 1    Success Criteria 2 | **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)* |
| * 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 |
| Mon | **Asynchronous Day**  I am learning how to conduct research.  I can determine who I am doing my research on.  I can explain why I chose them to do my research on. | **Asynchronous Day** | **Asynchronous Day**  You are going to write an informational research powerpoint about a person that answers the following prompt:  Write a research report (powerpoint) about how a person or group of people overcame oppression by fighting for change.  Your presentation should answer the following questions:   * **Background:** Who is the person or group? What was their background and context of oppression? * **Oppression:** What kind of oppression or injustice were they facing? * **Response to Oppression:** What actions did they take to resist oppression? Did they organize movements, protests, write articles, etc.? * **Challenges:** What difficulties did they face while fighting for change? * **Impact:** What change did they make? How did they inspire others or change society? | **Asynchronous Day** | **Asynchronous Day** | **Asynchronous Day**  Choose one of the following people you would want to research for our Informational Research PowerPoint. Why did you choose them?   * Nelson Mandela * Mala Yousafzai * Rosa Parks * Harriet Tubman * Mahatma Gandhi * Susan B. Anthony * Frederick Douglas * Aung San Suu Kyi * Desmond Tutu * Elie Wiesel * Emmeline Pankhurst * Sojourner Truth * Ida B. Wells * Dietrich Bonhoeffer * Helen Keller | **Asynchronous Day** |
| **Tues** | I am learning how to conduct research on a person.  I can answer questions about my chosen person.  I can stay on track using my PowerPoint guideline. | What is a thesis statement?  Is a sentence that outlines the three main points or arguments which will be used to support the central claim of a paper. | You are going to write an informational research powerpoint about a person that answers the following prompt:  Write a research report (powerpoint) about how a person or group of people overcame oppression by fighting for change.  Your presentation should answer the following questions:   * **Background:** Who is the person or group? What was their background and context of oppression? * **Oppression:** What kind of oppression or injustice were they facing? * **Response to Oppression:** What actions did they take to resist oppression? Did they organize movements, protests, write articles, etc.? * **Challenges:** What difficulties did they face while fighting for change?   **Impact:** What change did they make? How did they inspire others or change society? | Demonstrate how to find credible sources while using MLK as the example. Ex: <https://www.britannica.com/biography/Martin-Luther-King-Jr>  Example thesis statement for MLK: Martin Luther King Jr. led the African American community in overcoming systemic racial oppression through his unwavering commitment to nonviolent protest and civil disobedience, ultimately advancing the cause of civil rights and social justice in the United States.  Show how to save to desktop. |  | Students should complete slides #1-2 | How was your person oppressed? |
| **Wed** | I am learning how to conduct research on a person.  I can answer questions about my chosen person.  I can stay on track using my PowerPoint guideline. | What is the definition of oppression?  A. The act of treating people fairly and equally.  B. The exercise of authority or power in a burdensome, cruel, or unjust manner.  C. The promotion of social justice and equality.  D. The practice of nonviolent resistance to achieve change. |  | Demonstrate slides #1-3 using MLK.  -Ask students to identify the proper information for those slides. |  | Students should complete slide #3 | What oppression did your person face? |
| **Thurs** | I am learning how to conduct research on a person.  I can answer questions about my chosen person.  I can stay on track using my PowerPoint guideline. | Brainstorm some ways people could fight against oppression. Think about historically and current events. |  | Demonstrate slides #4-5 using MLK.  - Ask students to identify the proper information for those slides. |  | Students should complete slides #4-5 | How did your person fight back against oppression? |
| **Fri** | I am learning how to cite the sources that I used.  I can complete my research PowerPoint.  I can complete the citation slide correctly. | Copy down the following MLA format needed for websites:  Author Last Name, First Name. “Title.” Title of Site, Sponsor or Publisher [include only if different from website title or author], Day Month Year, URL. |  | Demonstrate how to set up a citation slide.  -Have students complete one as we go over my example.  Lewis, David L., Carson, Clayborne. "Martin Luther King, Jr.". Encyclopedia Britannica, 19 Feb. 2025, [https://www.britannica.com/biography/Martin-Luther-King-Jr. Accessed 7 March 2025](https://www.britannica.com/biography/Martin-Luther-King-Jr.%20Accessed%207%20March%202025). |  | Students should complete slides #6-7 and submit by the end of class. | Looking at the rubric, what grade would you give your PowerPoint? Explain why. |