

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

Teacher: Ms. Brown

Subject: AP Literature

Course: 12th Grade

10/06/25 - 10/10/25

Standards: CHR-1, STR-1, FIG 1

Assessment: AP Classroom work, Closings, Unit 2 Step 2

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
10/6	I can analyze how figurative language, imagery, and symbol create meaning in poetry.	SC1: I can identify examples of figurative language, imagery, and symbol in Housman’s poem. SC2: I can explain how these devices contribute to the poem’s central theme.	Quick Write: “Why do people honor athletes after they die? What symbols or images come to mind?”	Think-Aloud Modeling: Teacher reviews key terms and models annotation of stanza 1, identifying personification and metaphor.	Guided Annotation: Class works together to highlight imagery and symbols in stanzas 2–3.	Collaborative Annotation: In groups, students will annotate examples of imagery, figurative language, symbol, especially significance of the laurel and its symbolic meaning.	Annotation: Individually, students choose one figurative device and explain in a CER how it develops the theme of mortality and legacy.	Exit Ticket: Write one example of imagery/symbol from the poem and explain its effect in a single sentence.	AP Classroom 2.4 Videos
10/7	I can analyze how syntax shapes tone and meaning in poetry.	SC1: I can define inversion, enjambment, and caesura. SC2: I can explain how Housman’s syntax choices reinforce theme and rhythm.	Anticipation Guide: Students respond to statements such as “Line breaks always indicate pauses in meaning.”	Direct Instruction with Worked Examples: Teacher demonstrates enjambment vs. caesura using stanzas 1–2, reading aloud with different pauses to model impact.	Reciprocal Teaching: In small groups, students analyzing stanza 3–4 for syntax shifts.	Group Discussion: the effect of caesura and inversion on tone, citing specific lines.	Performance Task: Individually, students mark caesura, enjambment, and inversion on the poem and write a margin note explaining effect on meaning.	3-2-1 Summary: 3 things learned about syntax, 2 examples from the poem, 1 lingering question.	AP Classroom 2.4 Questions
10/8	I can evaluate how meter and form contribute to meaning in poetry.	SC1: I can identify the metrical pattern and stanza form in Housman’s poem. SC2: I can explain how the poem’s form reflects its theme of mortality and legacy.	Think-Pair-Share: “What emotions or tones are emphasized when poetry has a steady rhythm? When it breaks rhythm?”	Modeling with Think-Aloud: Teacher scans stanza 1 for meter (iambic tetrameter) and demonstrates rhythm by reading aloud, demonstrating scansion marks and stressed/unstressed syllables.	Guided Scansion Practice: Class scans stanza 2 together; teacher prompts corrections and clarifications.	Jigsaw Strategy: Groups each scan a different stanza and present findings on rhythm and form to peers.	Independent Scansion: Students scan the final stanza individually and write a short explanation of how form reinforces theme.	Revisit Learning Target: Students self-assess mastery (1–4) and complete CER about how structure shapes meaning.	AP Classroom 2.5 Videos
10/9	At home, students will log into Canvas course to complete Unit 2 Project Step 2						Students will begin freewriting to generate ideas for Unit 2 Project Step 1	Upload Step 2 individual poems to Canvas assignment folder for feedback (due no later than 10/14).	AP Classroom 2.5 Questions
10/10	PLANNING DAY								0 AP Classroom Progress Ck 2 due by Tuesday, 10/14.