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	Focused	Guided	Collaborative	Independent	Closing (5 min)	Homework
			Learning (5 min)	Instruction – I DO	Instruction – WE	Learning – Y'ALL DO	Learning – YOU		
				(10 min)	DO (10 min)	(10 min)	DO (10 min)		
0/20	, ,	SC1: Define	Quick Write –	Modeling with	1 0	Collaborative	Canvas Class	Poem handout with	
		metaphysical conceit	'How do you	Think-Aloud –	, ,	·	Participation - MC	Activator, definitions,	
	metaphysical conceits	•	personally view	Annotate first two		· P · - · · · · · · ·	Assessment	annotations -	
	and paradoxes in John	examples from the	death? What	quatrains to	vs. paradox with	death in "Death Be		metaphysical conceit	
	Donne's 'Death Be	poem.	makes it	locate conceit and	teacher prompts.	Not Proud." How		and paradox,	
	Not Proud.'	SC2: Explain how	frightening or	paradox ('Death,		does metaphysical		Collaborative response	
		Donne uses these	powerful?'	thou shalt die').		conceit and paradox			
		devices to convey his	Discuss in pairs.			support your claim?			
		theme about							
		mortality.							
10/21	I can analyze the	SC1: Identify the	Anticipation	Direct Instruction	Prompting &	Jigsaw Strategy –	Canvas Class	Poem handout with	
	structure and volta in	sonnet structure	Guide – 'Death	(EDI) – Break	Cueing – Locate	Rows paraphrase and	Participation - MC	Activator, annotations -	
	'Death Be Not Proud'	(Petrarchan form,	always wins in	down Petrarchan	lines signaling a	analyze assigned	Assessment	sonnet structure, mark	
	to determine how	rhyme scheme).	the end. T/F –	structure, rhyme	tone shift ('What	lines. Then,		tone shifts and volta.	
	they affect tone and	SC2: Explain how the	Defend.'	scheme, and	changes after line	volunteers in row			
	meaning.	volta shifts tone or		identify volta.	8?').	teach tone evolution			
		theme.		·		for Xtra Pt.			
0/22	_	SC1: highlight words I		Mini-Lecture -				Poem handout with	
			Students will	rhetoric, ethos,				Activator, definitions of	
			draw a KWL	pathos, logos and				ethos, pathos, logos and	
		· ·		brief background				complete paragraph 1	
		SC2: I can substitute	means to be	into Queen				paraphrase (I do)	
	paraphrase and get to		'powerfully	Elizabeth,					
		sections of sentences	influential'	followed by					
		in order to provide a		teacher modeling					
	'Farewell Speech,	full paraphrase of all		of first paragraph					
	1601.'	sentences.							

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close reading	do not know and	Students will	yesterday's	Teaching – each	rows share out as		Activator, definitions of	
strategies of	define them in the	add to KWL	thinking process	row works	class annotates		ethos, pathos, logos and	
highlighting and	margins	chart on what it	(SC)	together to			complete paragraph 2	
annotating to	SC2: I can substitute	means to be		paraphrase			(We do, Y'all Do)	
paraphrase and get to	definitions and read	'powerfully		sentences				
essential message of	sections of sentences	influential'		different from				
Queen Elizabeth's	in order to provide a			speech				
'Farewell Speech,	full paraphrase of all							
1601.'	sentences.							
I am learning to	SC1: find specific	KWL Chart -	Review of step-by-	Reciprocal	Class Participation -	1) Students will	Classwork & Quiz (You	
analyze how	words in sentences to	Students will	step thinking	Teaching – each	as students share,	paraphrase final	Do)	
rhetorical appeals are	determine whether	add to KWL	process involved	row is to find an	students annotate	paragraph of		
used to enhance	sentence is ethos,	chart on what it	in paraphrasing	example of an		speech 2) students		
meaning (ethos,	pathos or logos	means to be	speech and	appeal in our		will highlight for		
pathos, logos) in	SC2: Explain how	'powerfully	provide example	paraphrased text		ethos, pathos and		
Queen Elizabeth's	rhetorical appeals	influential'	for each rhetorical	and explain the		logos and		
'Farewell Speech,	strengthen Queen		appeal	specific words		annotate how		
1601.'	Elizabeth's			that		each example		
	communication					strengthens		
						queen's speech		
0 5 1 6 0 1 1 6 1 1 6 1	close reading strategies of highlighting and annotating to baraphrase and get to essential message of Queen Elizabeth's Farewell Speech, 1601.' am learning to enalyze how chetorical appeals are used to enhance meaning (ethos, bathos, logos) in Queen Elizabeth's Farewell Speech, 1601.'	do not know and define them in the margins strategies of define them in the margins scannotating to SC2: I can substitute definitions and read sections of sentences in order to provide a full paraphrase of all sentences. SC1: find specific words in sentences to determine whether used to enhance meaning (ethos, pathos or logos spathos, logos) in Queen Elizabeth's Farewell Speech, strengthen Queen	close reading do not know and define them in the margins Strategies of annotating to SC2: I can substitute definitions and read sessential message of Queen Elizabeth's Farewell Speech, and I chart on what it means to be sentences. SC1: I can substitute definitions and read sections of sentences in order to provide a full paraphrase of all sentences. SC1: find specific words in sentences to determine whether sentence is ethos, pathos or logos pathos, logos) in Queen Elizabeth's Sc2: Explain how rhetorical appeals strengthen Queen Elizabeth's Strengthen Queen Elizabeth's Students will add to KWL chart on what it means to be 'powerfully influential'	do not know and define them in the margins strategies of annotating to SC2: I can substitute definitions and read sessential message of Queen Elizabeth's Farewell Speech, analyze how chetorical appeals are used to enhance meaning (ethos, pathos, logos) in Queen Elizabeth's rarewell Speech, analyze how chetorical appeals are used to enhance meaning (ethos, pathos, logos) in Queen Elizabeth's Farewell Speech, analyze how chetorical appeals are used to enhance meaning (ethos, pathos, logos) in SC2: Explain how queen Elizabeth's strengthen Queen Elizabeth's Strengthen Queen Elizabeth's Strengthen Queen Elizabeth's Students will add to KWL chart - Students will add to KWL chart on what it means to be speech and provide example for each rhetorical appeal strengthen Queen Elizabeth's Students will add to KWL chart - Students will add to KWL chart on what it means to be speech and provide example for each rhetorical appeal appeal	do not know and define them in the margins strategies of enabling and ennotating to enarphrase and get to essential message of analyze how enabled to enable the meaning (ethos, pathos, logos) in Queen Elizabeth's enable the meaning (ethos, pathos, logos) in Queen Elizabeth's Farewell Speech, analyze how enable the determine whether used to enhance meaning (ethos, pathos, logos) in Queen Elizabeth's Farewell Speech, and pathos or logos enables are determine whether sentence is ethos, pathos or logos enables. The formal strengthen Queen Elizabeth's enable the margins of the fine them in the add to KWL chart on what it means to be the meaning to analyze how enable the definitions and read sections of sentences in order to provide a full paraphrase of all sentences. SC1: find specific words to KWL Chart - Students will add to KWL chart on what it means to be the process involved in paraphrasing speech and provide example of an appeal in our paraphrased text and explain the specific words that	close reading do not know and define them in the intrategies of highlighting and annotating to constraint annotate in paraphrase and get to definitions and read sections of sentences in order to provide a full paraphrase of all sentences. Sc1: find specific words in sentences to different from speech Sc2: find specific words influential! Sc2: find specific words to constraint and to KWL chart - Students will add to KWL chart - Students w	close reading strategies of highlighting and annotating to paraphrase and get to essential message of Queen Elizabeth's Farewell Speech, analyze how thetorical appeals are used to enhance meaning (ethos, pathos, logos) in Queen Elizabeth's Farewell Speech, pathos or logos and annotation (ethos). Seed to enhance meaning (ethos, pathos, logos) in Queen Elizabeth's Farewell Speech, and the foll.' Continue the min the margins Students will add to KWL chart on what it means to be 'powerfully influential' yesterday's thinking process thinking process (SC) Teaching – each row works together to paraphrase sentences different from speech sections of sentences in order to provide a full paraphrase of all sentences. SC1: find specific words in sentences to determine whether sentence is ethos, pathos or logos shatos, logos) in Queen Elizabeth's Farewell Speech, 1601.' Class Participation - as students will add to KWL chart - Students will add to KWL chart on what it in paraphrasing speech and paraphrased text appeal in our paraphrased text and explain the specific words that Scommunication Scomm	do not know and define them in the margins strategies of nighlighting and annotateing to care phrase and get to dessential message of Queen Elizabeth's Farewell Speech, thetorical appeals are used to enhance meaning (ethos, pathos or logos and souths), logos) in Queen Elizabeth's Farewell Speech, and parabnase of the enhance meaning (ethos, pathos or logos and strated sections of sentences is ethos, pathos or logos and strated sections of sentences the first of each of the torical appeals are used to enhance meaning (ethos, pathos or logos and strategies of original to definitions and read sections of sentences in order to provide a full paraphrase of all sentences. KWL Chart - Students will add to KWL chart on what it means to be powerfully sentences. KWL Chart - Students will add to KWL chart on what it means to be provide a full paraphrase of all sentences to determine whether sentence is ethos, pathos or logos and to kWL chart on what it means to be paraphrase final paraphrase final paraphrase final paraphrase final paraphrase final paraphrase final paraphrase of an appeal in our paraphrased text for each rhetorical appeals strengthen Queen Elizabeth's communication Activator, definitions of ethos, wowks together to paraphrase so together to paraphrase sentence a different from speech Reciprocal Teaching - each row works CSC: I find specific wows step thinking process involved in paraphrase final paraphrase final paraphrase final paraphrase final paraphrase of an appeal in our paraphrased text and explain the specific words that Class Participation - as students share, students annotate will logos and annotate how each example strengthens