

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 am learning to use close reading strategies of highlighting and annotating to paraphrase and get to essential message of Queen Elizabeth's 'Farewell Speech, 1601.'	SC1: highlight words I do not know and define them in the margins SC2: I can substitute definitions and read sections of sentences in order to provide a full paraphrase of all sentences.	KWL Chart - Students will draw a KWL chart on what it means to be 'powerfully influential'	Mini-Lecture - rhetoric, ethos, pathos, logos and brief background into Queen Elizabeth, followed by teacher modeling of first paragraph				Poem handout with Activator, definitions of ethos, pathos, logos and complete paragraph 1 paraphrase (I do)	

10/23	I am learning to use close reading strategies of highlighting and annotating to paraphrase and get to essential message of Queen Elizabeth's 'Farewell Speech, 1601.'	SC1: highlight words I do not know and define them in the margins SC2: I can substitute 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 influential'	Review of yesterday's thinking process (SC)	Reciprocal Teaching – each row works together to paraphrase sentences different from speech	Class Participation - rows share out as class annotates		Poem handout with Activator, definitions of ethos, pathos, logos and complete paragraph 2 (We do, Y'all Do)	
10/24	I am learning to analyze how rhetorical appeals are used to enhance meaning (ethos, pathos, logos) in Queen Elizabeth's 'Farewell Speech, 1601.'	SC1: find specific words in sentences to determine whether sentence is ethos, pathos or logos SC2: Explain how rhetorical appeals strengthen Queen Elizabeth's communication	KWL Chart - Students will add to KWL chart on what it means to be 'powerfully influential'	Review of step-by-step thinking process involved in paraphrasing speech and provide example for each rhetorical appeal	Reciprocal Teaching – each row is to find an example of an appeal in our paraphrased text and explain the specific words that	Class Participation - as students share, students annotate	1) Students will paraphrase final paragraph of speech 2) students will highlight for ethos, pathos and logos and annotate how each example strengthens queen's speech	Classwork & Quiz (You Do)	