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

Teacher: Ms. Brown

Subject: AP Literature

Course: 12th Grade

09/08/25 - 09/12/25

Standards: ELAGSE12RL6 – Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (satire, sarcasm, irony, understatement)

Assessment: Formative – Written analysis, oral participation, CER responses exit tickets

| 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 |
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| 9/8 | I can identify how Connell establishes geography to give shape to the conflict for survival in The Most Dangerous Game. | SC1: I can cite details of geography. SC2: I can explain how geography details create tension tied to survival. | Quick Write: 'How can environment influence a person's ability to survive?' | Mini-lecture on Setting ("Intro to Fiction Toolbox" PP) slides on Setting only. | Graphic Organizer (Guided): Students map geographical features (ocean, island) and annotate their impact on danger/survival. | Collaborative Annotation: Pairs highlight passages showing how environment foreshadows power struggle. | Preplanning: Students plans a short CER response | Exit Ticket: CER response on how geography of setting contributes to Connell's theme. | |
| 9/9 | I can analyze how Connell uses atmosphere details of setting reinforce dreadful theme of Social Darwinism. | SC1: I can connect an atmosphere of danger to the theme of 'survival of the fittest.' SC2: I can evaluate how atmosphere allows reader to empathize with protagonist. | Think-Pair-Share: 'Is man's greatest enemy another man or the environment?' | Direct Instruction: Mini-lesson on Social Darwinism in early 20th-century literature; connect to Connell's time period. | Reciprocal Teaching: Groups read different hunting scenes and rotate roles (find details of setting, discuss connection to Social Darwinism). | Jigsaw Strategy: Expert groups discuss scenes, then re-teach/share out connections between setting and Social Darwinism. | Preplanning: Students plans a short CER response | Exit Ticket: CER response on how atmosphere of setting contributes to Connell's theme. | |
| 9/10 | I can evaluate Connell's use of physical features of setting to make his larger commentary on the value of human nature. | SC1: I can defend an interpretation of how physical features reinforce power dynamics. SC2: I can explain how all physical existence is engulfed by an impersonable universe author creates. | Anticipation Guide: True/False prompts ('There is a natural order in the universe' etc.) | Worked Example: Teacher models analyzing Zaroff's chateau as a symbol of dominance. | Graphic Organizer (Guided): Students map physical features (chateau, jungle, cliffs) and annotate their impact on man's worth/value | Socratic Seminar: Whole-class discussion—Does Connell's use of setting endorse or critique Social Darwinism? | Preplanning: Students plans a short CER response | Exit Ticket: CER response on how physical features of setting contributes to Connell's theme. | Students to work on their individual sections of story and provide elements of setting - geography, atmosphere, and physical features in "green" font (due Sunday night, 9/14) |
| 9/11 | I can explain how Connell's use of third-person limited narration influences readers' perception of Rainsford. | SC1: I can identify narrative details that restrict perspective. SC2: I can explain how restricted perspective affects reliability. | Quick Write: 'Have you ever trusted someone's story only to find out it wasn't the full truth?' | Mini-lecture on POV ("Intro to Fiction Toolbox" PP) slides on POV only. | Collaborative Discussion: Small groups revisit key scenes and annotations. | Collaborative Annotation: Pairs annotate passages highlighting missing or biased information. | Preplanning: Students plans a short CER response | Exit Ticket: Identify one moment where Connell's POV choices limit truth. | |
| 9/12 | I can evaluate how narrative reliability shapes readers' ethical judgments about theme across the whole text | SC1: I can identify how POV frames Rainsford and Zaroff differently. SC2: I can evaluate how this framing affects my judgment and helps me track reliability throughout story | Think-Pair-Share: 'Does the narrator make you sympathize more with Rainsford or Zaroff?Imagine if Zaroff told the story—how would Social Darwinism sound?' | Anchor Chart: Together, class builds chart linking POV to theme moments across story arc. | Collaborative Discussion: Small groups revisit key scenes and add to anchor chart. | Jigsaw Strategy: Expert groups analyze different scenes (hunt prep, chase, confrontation). | Preplanning: Students plans a short CER response | Exit Ticket: Identify one moment where reliability of Connell's POV aids author's message | Students to work on their individual sections of story and provide elements of POV - reliable/unreliable narrator? limited perception? Use purple font (due Sunday night, 9/14) |