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|  **ELA Lesson Plan** |
| **Class** | English IV | **Designer(s)** | Group IV |
| **Topic** | *Evangeline* | **Date(s)** | January 3, 2021 |
| **Common Core State Standards** |
| **Reading: Literature** | RL.9-10.4. 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 |
| **Reading: Informational** | No RI standards applicable for this lesson.  |
| **Writing** | W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply reading standards to literature and literary nonfiction.  |
| **Speaking & Listening** | SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  |
| **Language** | L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **Lesson Objective** |
| **Objective(s)** | * **Bellwork – Students will view the picture of the Sisters of Mercy and will answer the included questions (\*supplement 7)**
* **TLW read Canton V as a class and discuss the fate of Evangeline and Gabriel – continue annotating (\*refer back to supplement 6)**
* **TLW analyze character traits of Gabriel and Evangeline through character maps – one for each character (\*Supplement 8).**
* **Exit Ticket – Do you have any preconceived notions of Catholic nuns or other religious service groups? What do you know about them?**
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| **The Lesson** |
| **Introduction and Lesson Specifics** | **Bell Ringer(s)** |

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| ☐ | Grammar Practice | **x** | Journal/Writing Practice |
| x | Reading Practice | x | Group Discussion |
|   | Vocabulary Practice | ☐ | Other:  |

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| **Essential Question(s)** | How important is the poem *Evangeline* to the history of the Acadians and the development of the Acadian identity in the 19th and 20th centuries? |
| **Academic Vocabulary** | Theme, Analyze, Close Reading, Evaluate, Diction, Imagery, Personification |
| **Reading Strategy** |

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| **x** | Annotation | **x** | Questioning |
| ☐ | Paraphrase | ☐ | Prediction |
| x | Summarize | x | TPCASTT |
| ☐ | Chronology/Time line | ☐ | SOAPSTONE |
| **x** | Literary Element Analysis | ☐ | Other:  |

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| **Vocabulary Skill** |

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| x | Greek/Latin Roots | ☐ | Synonyms/Antonyms  |
| x | Analogies | x | Prefixes/Suffixes  |
| **x** | Context Clues | ☐ | Other:  |

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| **Writing Skills** |

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| **x** | Literary Analysis | ☐ | Expository Essay |
| ☐ | Pre-Writing | ☐ | Persuasive/Argumentative Essay |
| ☐ | Revision/ Peer Editing | ☐ | Narrative Essay |
| ☐ | Reflection/ Self Analysis | ☐ | Other:  |

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| **Media/****Technology** |

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| **x** | Smart Board/White Board | ☐ | Movie/Film:  |
| ☐ | Student Response System | ☐ | Teacher Website |
| ☐ | Internet search | x | Other: printable materials |

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| **Strategies/****Activities** |

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| **x** | Whole Group Lecture or Discussion | ☐ | Diagnostic Assessment |
| x | Whole Group Activity/Exercise | x | Oral Assessment |
| x | Socratic Seminar | ☐ | Project-Based Assessment |
|   | Small Group Discussion or Activity | ☐ | Timed Writing Assessment |
|   | Test/Quiz | ☐ | Other: |

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| **Closure** | Statement or Fact about the “American Dream” |
| **Differentiation:** **Remediation/ Modifications** | CS – extended time |
| **Homework** |

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| **x** | Complete a Reading Assignment | **x** | On-going Assignment |
| ☐ | Finish a Reading Assignment | ☐ | Study notes/vocabulary |
| ☐ | Finish an assignment started in class | x | Other: |

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| **Assessment Evidence** |
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| ☐ | Textbook Exercise(s)  | ☐ | Peer Assessment |
| ☐ | Diagnostic Assessment | x | Oral Assessment/ Discussion Participation |
| **x** | Formative Assessment  | ☐ | Project-Based Presentation/Assessment |
| x | Summative Assessment (Unit Exam) | x | Writing Assessment (Essay, Open Response) |
| ☐ | Other Technology Assessment (Edmodo quiz, etc.) | x | Extended Writing Assessment |
| ☐ | Research Paper/Documented Essay | ☐ | Standardized Test Practice Assessment |
| ☐ | ACT Practice Assessment | x | Advanced Placement Practice Assessment |
| ☐ | Common Core Practice Assessment | x | Analytical Reading Log/Dialectical Journal |
| ☐ | Portfolio Reflection Assessment | ☐ | Other:  |

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