

Symbolism and Implicating Literary Devices

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10th grade English

CIED 4713

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Rationale

Students will explore different styles and forms of poetry and literature. The goal is to have a variety of literature for them to understand and relate different literary styles, rhetoric devices, and vocab words which will be visited various times throughout the unit. The goal of my lesson plan is for students to know what these literary devices are and understand them and how they are used in a work of literature. By exploring three main texts, *The Odyssey*, *Harry Potter and the Sorcerer's Stone*, and *Of Mice and Men*, students will understand the use of literary devices and different aspects of theme. While the theme of each of these differs greatly, I want the students to see how literary devices are used to provide context clues which allow students to make inferences and think even outside of the parameter of the plot of the story. On top of being able to grasp the understanding of theme, I want students to see historical uses of literary devices used throughout African American poetry. Without these devices the poems would lose their power and would not have been as influential to American history as they are. The end of my unit will require students to rely on everything we have learned. From literary devices, to make inferences through text, and even comparing two completely different works. This lesson should be different from what students are use to because each assignment is designed for engagement and doesn't require forced attention. This allows each student to learn very difficult concepts while still being able to have fun and actively engage with the material.

Goals and Objectives

- Students are able to understand various different literary devices and point them out of any text.
- Students are able to make inter-textual references. (example: like the character Lennie from *Of Mice and Men*, Ron from *Harry Potter* makes you feel sorry for him because he can't express his feelings for Hermione).
- Students are able to actively refer back to the text and even passages and quotes that we discuss during class.
- Students understand symbolism and Archetypes. Achilles from the *Odyssey* is the hero like Harry is in *Harry Potter*.
- Understanding the Historical use of literary devices gives students a historical context of how these devices were used to present a powerful message to the rest of America.
- Students are able to reiterate what they learned to almost anyone. As shown through their presentations.

Grade Distribution for the Unit

25%-Final Presentation. Students will be graded on their participation and the final product of their presentation.

10%-In class essay which is over any of the text or poems we read. They should make a reference to at least two different works of literature.

25%-Free write essays and journals/notes. I will ask students to write what they think about things several times through the unit, then collect everything they have written into a notebook or binder. This grade will help some students work on organizational skills to keep these together. A student gets 100% for everything that is attempted on this assignment.

15%-Participation points- I will ask students questions by name they get points for at least attempting to answer.

12.5%-Professionalism points- being nice and understanding to students and the teacher, not putting others down and using words such as excuse me and please will give a student full points.

12.5%-Free writes based on each poetry lesson. Half of the points will be awarded for attempting, the other will be for giving a good insight into what the poem symbolizes or means.

Text and Supply List

- Pen, paper, color pencils
- Movies: Harry Potter and the Sorcerer's Stone. Of Mice and Men.
- Extra copies of Harry Potter and Of Mice and Men.
- All presentations need to be made ahead of class time.
- copies of African American poetry: W.E.B Du Bois, Martin Luther King Jr. Booker T Washington.
- Extra paper and pencils will be provided.

Oklahoma Academic Standards

Standard 1-Speak and Listening –Students will speak and listen effectively in a variety of situations. W1 Day 1-free write. W1 Day 2-free write.

Standard 2-Reading Foundations and reading/writing process-Students will develop future skills for reading

Standard 3-Critical reading and writing-students will apply thinking skills to reading and writing

Standard 4-Vocabulary-Students will work to actively improve their vocabularies. Day 2 Rhetoric devices/Liter devices.

Standard 5-Language-Students will understand and apply a knowledge of rhetoric and grammar

Standard 7-Multimodal Literacies-Students will acquire,share and refine knowledge through a variety of modes, technologies and mediums.

Standard 8-Independent Reading and Writing-Students will write for academic and personal reasons.

Calendar Overview

Insert Calendar Overview/Mapping

Week 1	Week 2	Week 3	Week 4	week 5	week 6
Monday-Free write	Symbolism-poetry of Robert Frost	Introduction to the Odyssey	“Picking Lit apart” W.E.B Du Bois	prepare for in class essay/ begin	pres day 1 Begin Of m and men n
Tuesday-Free write introduction to Harry Potter.	Inferring in Harry potter	Symbolism day 2 of Odyssey	Continue Du bois-Lit Device Jeopardy	In class essay day 2	pres day 2 movie
Wednesday-Symbolism	Inter-textual References	Day 3 of Odyssey -comic strip	Lit Device Jeopardy part 2 Continue H.P. read/movie	In class essay day 3	pres day 3 movie
thursday-Learning Rhetoric	Lit devices	Free read H.P. and Movie	Lit Device Jeopardy Part 3 Continue H.P. read/movie	Intro to pres. assignment. continue reading Of Mice	last day for pres movie

				and Men/ finsih H.P. read/movie	
Friday-Learning Lit devices	Rhetoric	Free read H.P. and Movie continued	Lit Device review/ final game of Jeopardy continue H.P. read/movie	Free day catch up on H.P. Of mice and Men. last portion of class will be movie/free read	relax day finish mov

Daily Lessons

Week 1

Monday

Daily Lesson Information

Lesson title	Creative Writing
Lesson Purpose/Rationale	I want the students to start the beginning of the course. I want them to explain to me what they have been taught. By doing this I am able to modify and adjust things to better help each specific class. This lesson is done because I want students to be able to relate every day experiences in their life with what they are reading in the classroom. I think the tenth grade is a perfect time to explain to the students how inferences are made and how to make textual inferences. The purpose of my lesson is that it will engage students and still teach them necessary information that will help them break the gap from simply reading literature to actually engaging and loving literature. My rationale is to build up reading enjoyment and engagement by using novel, texts, and references that can be related to their own lives.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will create archetypes of people in their lives and create a fictional story. This fits in within my symbolism unit because certain events or things that these characters have done have been labeled through inference as being one way or another. Example: my brother is evil because he picks on me. Therefore he is the evil villain.

Lesson length	15-20 mins
Grade level and course	10 th grade English, language arts, AP English.
Source of lesson plan and how I modified it	This lesson plan didn't come from anywhere except for my head.

Daily Lesson Plan Summary

Prior knowledge needed for success	General knowledge of what archetypes are, how they fit in within stories and the ability to compose a sentence.
How will you address students who do not have this prior knowledge?	For students who are unsure what archetypes within a story are, I will have a powerpoint that shows the different types of archetypes found within different popular movies and stories.
Materials for instruction (include rationale for why the materials are appropriate)	The only thing that is required is a pen and paper for each student. The powerpoint is used to instruct the students on what the different types of archetypes that exist. The pen and paper is used for the students to write down their archetypes.
Accommodations and modifications	Accommodations will be made for students who need extra assistance and will be given one on one help.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 4-vocabulary	Students will recount previous knowledge and will be given a new vocabulary based on Rhetorical devices. The free write is how I measure this.	Students will write a fictional story about the people in their lives. pencil, pen, and paper is required	informal is that I will see the students works, formal is that I will pick up free-write
Standard 8-Independent reading and writing	Students will write throughout the semester on their own	a journal	I will pick up journal at the end of the semester

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>The hook or motivational question given to the students will be to ask them what they would classify certain characters from cartoons as. An example would be Spongebob. The Archetype for Spongebob would be the protagonist or even the hero. while Mr. Krabs and Plankton would be seen as the villain.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10-Bell ringer	Introduce the different archetypes from famous cartoons and shows through a power point.	Write the different archetypes found within different shows and cartoons and relate them to novels they are reading for class.	This will start as a bell ringer and last a little bit longer
15	Assist students who need help with lesson plans, visually assess students work.	Continue writing about the different Archetypes found in the series they selected and write a non-related story based on that character's archetype	
5	pick up assignments and	Listen attentively	

	explain to the students how common archetypes in cartoons and shows that the kids watch are similar to those in the novels they are about to read.		

Tuesday

Daily Lesson Information

Lesson title	Creative Writing / Introduction to main text "Harry Potter and the sorcerer's stone"
Lesson Purpose/Rationale	Same as Monday with slight variations see tick-tock
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be given pictures from Harry Potter and have to guess what type of character each picture represents or what each item symbolizes.
Lesson length	same as monday
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source.

Daily Lesson Plan Summary

Prior knowledge needed for success	None other than the ability to write sentences.
How will you address students	Students will receive one on one help if they don't meet the prior knowledge requirements.

who do not have this prior knowledge?	
Materials for instruction (include rationale for why the materials are appropriate)	The only thing that is required is a pen and paper for each student. The powerpoint is used to instruct the students on what the different types of archetypes that exist. The pen and paper is used for the students to write down their archetypes.
Accommodations and modifications	Student's who were gone or are left behind will be given a sheet of paper with all the required information on it.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 4-Vocabulary	Students will write down the new vocab words and Literary devices that they are learning.	journal / piece of paper	I will pick up paper at the end of class and journal at the end of unit

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to	Students will be given a brief clip of the Harry Potter movie which will be seen later in the unit lesson plan. The students will be given random pictures from characters and symbols within the story. Can the students accurately make inferences about characters within a novel? How does this help their understanding for symbolism and inferences?
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engage the students?	
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
Same as Monday. 10	hand out students random pictures of characters within the Harry Potter novel.	try to guess and determine what archetype a certain character falls into within having read the book yet.	this is my bellringer
15	discuss the importance of symbolization and how it exists within Harry Potter.	Gain an understanding of what symbolization means and how it will fit within the novel.	
5	collect the students reflection over todays activity	Write a short reflection based on what they believe symbolisation is.	

Wednesday

Daily Lesson Information

Lesson title	Creative Writing End-Writing about the first few chapters in the novel.
Lesson Purpose/Rationale	Same as Tuesday with slight variations see tick-tock
Lesson description (include concepts and skills and where	Students will build upon the other two days, which focus on creative writing. Students will be required to read the first few chapters of “Harry Potter and the Sorcerer’s

this lesson fits within the curriculum)	Stone". The students will make guesses about where the plot is headed, inferences about character personalities and even place themselves within the story by having a fifteen minute free write about the story so far.
Lesson length	20 mins
Grade level and course	10th grade
Source of lesson plan and how I modified it	There is no primary source

Daily Lesson Plan Summary

Prior knowledge needed for success	Students are asked to have read the couple chapters of the book before class.
How will you address students who do not have this prior knowledge?	Students who haven't read up until this point will have to be filled in by other students.
Materials for instruction (include rationale for why the materials are appropriate)	pen, paper.
Accommodations and modifications	Students who were unable to read the book due to unforeseen reasons are able to look at what other students read and write a guess as to what the story is about.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 3-Critical reading and writing	Students will read the first portion of Harry Potter and write about it in their journal.	Journal	I will ask students questions for informal and pick up journal for formal

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>Who are these characters, Ron, Harry, Hermione, and Malfoy? Why are they important to the plot? What does the fantasy world of Harry Potter infer or suggest about the world we live in. Has there been an experience where you felt nervous or left out when going to a new class or school?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
Bell Ringer- "what character are you"? 5-10 mins	hand out sheets of paper with a bunch of different characters on it.	Guess what a few of the characters are, what their personalities are and how they fit within their perspective stories.	bell ringer
15 mins	Discuss how the first few pages of the novel discuss some real world events such as feeling isolated or nervous about the future.	Write what they think about the characters in the story so far. Guess as to how these characters might interact	

10 mins	ask students to write a reflection about a time in their own lives where they have felt nervous for the future or isolated.	Write a half page reflection over feeling isolated or beginning the new school semester. What are your worries? are you excited? happy? scared?	students should be reading their "Harry Potter" novels over the weekend. If not then there will be time to read it in class as well.

Thursday

Daily Lesson Information

Lesson title	Is it correct?
Lesson Purpose/Rationale	For this lesson, I will have students take up another students free write that they were asked to do last class. The students are only asked to look at the first four lines of their writing and move on until the other student has no errors. This lesson helps a student cognitively think about errors within their writing. This is important because while students should have a Grammatical background in the tenth grade, having them peer review another student's writing will give them real world examples of grammatical mistakes.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The bell ringer will be two random sentences from the novel "Harry Potter". One of these sentences will be correct the other will have one or several errors in it. The lesson will build on these grammar lesson and will be focused on peer reviewing other students free write assignment from last class.
Lesson length	25-30 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside sources

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Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>Does this sentence make sense? The bell ringer will start with a list of instructions that I put on the board before the students sit down. The students are required to fix these errors. The students will then be given two sentences directly from the novel, one will be grammatically correct while the other students will have errors. The students will have to point out the errors. What is the difference between a sentence that is full of Grammar errors and one that doesn't have any? Does it make it easier to read?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 mins	Have students correct the intentional errors in the instructions written on the board.	Fix any and all errors that they see within the instructions written.	bell ringer
15 mins	Hand out the students free-write about where they think the novel is headed from last class.	Try to find any and all errors within their peers free-write and hand it back to them.	
10 mins	explain the errors within the Bell ringer. and hand out a list of common grammar mistakes for the students to take home. Inform students that they need to be reading the second chapter of the book "Harry	take home the list of common grammar mistakes.	

	Potter and the Sorcerer's stone" by now.		

Friday

Daily Lesson Information

Lesson title	Learning sentence structure and how to point out Grammatical errors.
Lesson Purpose/Rationale	This lesson is important to convey ideas. The point of this lesson is to explain the importance of correct grammar. While our free write lesson shows the students how writing can be used to demonstrate creativity, without knowing the proper grammatical rules it is impossible to explain ideas to others. Since students often struggle explaining narrative third person perspective without mixing up tenses, this lesson is designed to help students understand cohesive and agreeable sentence tenses.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	While this may review for many students, the lesson begins with a bellringer that has several sentences that have disagreements in tense. For example (there were a man over there). Since the man is singular and past tense were should be changed to was. Other grammatical structures such as punctuation and common errors found within essays will be analyzed and discussed. The students will be given a handout with 25 sentences and the students have to correct the first ten in groups of four. These groups will be determined by counting out the class from 1-4 until all groups are made.
Lesson length	35 mins
Grade level and course	10th grade
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	A common knowledge of sentence formation and structure.
How will you address students who do not have this prior knowledge?	Students who don't have prior knowledge will be accounted for through slow review of grammar mistakes and disagreements in tense. I will open the lesson with a bell ringer that simply asks what's wrong with a single sentence. There may be several problems but by focusing only on a single sentence students will be able to slowly review and remember previous lessons they have been taught about sentence and grammar structure.
Materials for instruction (include rationale for why the materials are appropriate)	A list of sentences on the board that the students have to correct A handout of 25 sentences that students are asked to do 10 of in groups of 4. pen/pencil/paper
Accommodations and modifications	Accommodations will be made for students who are having exceptional difficulty. I will walk by students to make a visual assessment and any students who are having difficulty understanding the errors will be given personal help based on the questions they have.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 5 language	Students will correct incorrect sentences	prepared sentences	Students will be assessed informally by viewing that the students are working. formal assessment will be what the students turn in

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>I will purposely write a bunch of sentences on the board that have common and obvious grammar issues. The students are suppose to be aware and my hope is that they will notice the errors so that we can correct them together in class. I would then reveal to them a corrected version of sentences on the board and ask them which one they would rather read. This is to get the students attention to explain the importance of proper grammar in everyday writing.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 mins	Have sentences on the board that are obviously incorrect.	As a class go through sentence by sentence explaining what's wrong. I will then switch to a group of sentences that are the correct version of what was previously written to emphasize the importance of correct grammar.	bell ringer
15 mins	set students up into groups of four having the students count off from one through four.	Get into their perspective groups and will each work on correcting the errors within the sentences they were given.	

10 mins	give students a handout with proper grammar tenses, aspects, and punctuation.	review the handout and look at it as a guide if they are ever confused as to what the correct grammatical form of something is.	

Week 2

Daily Lessons

Monday

Daily Lesson Information

Lesson title	What does it mean?
Lesson Purpose/Rationale	This lesson will be used to introduce symbolism. To introduce the students into symbolism I chose a poem by Robert Frost. In “The Road Not Taken” Robert summons properties of description by describing nature. While his poem is literally about two roads inference and symbolism will tell the reader that there is more to these roads that what first seems. They symbolize real world events. Since it is poetic I wanted to stress the fact that what these roads symbolize differ from person to person. While they clearly represent two different choices within the narrator’s world what do the students think this symbolizes? By using their own curiosity and relating the story to their own life experiences my goal is to introduce one of my favorite poets while also introducing symbolism. It is my goal that each

	student will be able to understand through close reading that the two different roads are symbolic.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The students will get in groups and I will read the poem aloud. On each stanza I will give the students five minutes to draw a picture. by the end of the poem I want the students to write one to four sentences describing what the roads symbolize.
Lesson length	30 mins
Grade level and course	10th English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Being able to use context clues and visualize poetry
How will you address students who do not have this prior knowledge?	Students who are unable to understand poetry, will be able to slowly hear each line and truly attempt to connect to the poem. My goal is to have students who dislike poetry be able to visualize the poem.
Materials for instruction (include rationale for why the materials are appropriate)	requirements include the poem “The Road Not Taken” by Robert Frost. pens, pencils, and colors.
Accommodations and modifications	Students who are unable to comprehend the poem will be put in groups so that other may help them.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>My hook is to ask the students who one of their favorite singers are. I will then grab a popular pop song and point out literary devices and explain how it is poetry. This connects to the unit lesson plan by describing symbolism.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5-7 mins/ Bell Ringer	Divide class into groups of four to five. have students get into groups based on what their favorite type of music is. students who like rap go in one group, country into one, etc..	get into groups	For the bell ringer students will explain if they think the music they listen to is poetry or not. We will listen to the song they choose if it is clean.
20 mins	read the first stanza of the poem and have the students draw out what they see.	Draw what they see from reading each stanza.	
5-10 mins	Have students	Draw what they	

	share drawings and explain what they think the poem is about. Is it sad, happy or neither?	envision the poem to be about and describe how it makes them feel.	

Tuesday

Daily Lesson Information

Lesson title	Harry Potter Description of characters
Lesson Purpose/Rationale	This lesson is designed to draw in on what the students think a certain character from the novel is and what they represent. Does Harry potter represent happiness, sadness, revenge? This is important because a student can use inferences and context clues to make their assumptions.Later in the story students will realize how other context clues change their perceptions of the characters and their role in the story.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson uses inferences, deep reading, and critical thinking. This fits into the lesson by creating a starting place to understand symbolism. People think of the characters in Harry Potter in a certain way based on events that happen. Some characters remain evil or good but others teeter between the two.

Lesson length	35 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Being able to read between the lines of a book.
How will you address students who do not have this prior knowledge?	Students who are unable to read context clues will be asked certain questions about what they read in hopes that it will spark more questions about the existence of symbols characters and events that occur.
Materials for instruction (include rationale for why the materials are appropriate)	For this lesson I will hand out paper with a list of the current characters within the novel. The students are to explain whether they are good, bad or neither. They then must explain why based on what they read and by using events or context clues.
Accommodations and modifications	Students who haven't reached the same spot in the novel will be accounted for. Each student will write their place in the novel so I can accurately assess their ability to use context clues.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text		Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 3-critical thinking and reading	Students will describe what they think a character is based on critical readings of few details	Students will describe what they think a character is	Formal assessment students will turn in their assignment

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Do other witches and wizards treat Harry Potter with overbearing kindness because he is good or for other reasons? what reasons? why? I want the students to forecast the rest of the book, develop theories, and be fully engrossed in the novel.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 mins	ask students to get into groups according to their favorite character.	discuss what makes this character good, bad or neither	bellringer

15 mins	have students get into a debate about whether or not harry potter can be seen not always good within the novel	describe events that happen and raise their hands to enter into a debate about whether or not certain characters are important and what the purpose of harry potter is. Are there characters who seem good but might turn out to be evil.	
20 mins	introduce the movie "harry Potter and the Sorcerer's stone"	watch the movie for the first time and write down in a journal how their interpretation is different from the movie.	

Wednesday

Daily Lesson Information

Lesson title	Characters that symbolize innocence comic
Lesson Purpose/Rationale	After reading the first portion of Harry Potter the next step is to reference other representations of symbols that are similar in other novels. "Of Mice and Men" is the next novel that I want my students to start reading. After reading the first few chapters of the novel certain characters start to become symbols. For example lennie represents innocence. Equally as a child, Harry Potter represents innocence and the defeat of evil. For this lesson I want the students to create a comic that represents good defeating evil. They must include one quote from both novels.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students are to create a comic strip using paper and colored pencils and implement a quote from both novels that we are reading.
Lesson length	30 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No original source

Daily Lesson Plan Summary

Prior knowledge needed for success	To do this assignment students need to have read at least the first few chapters of "Of Mice and Men" and "Harry Potter"
How will you address students who do not have this prior knowledge?	Students who don't have this prior knowledge will read in class until they get to a point where they can join the activity. If it is not finished in class students can take it home and finish it there.
Materials for instruction (include rationale for why the materials are appropriate)	List what is needed for this lesson so that as you leave your home in the morning, you can quickly glance at this portion of your lesson plan and be sure that you have not forgotten to put anything essential for your lesson [that CD, poem, etc] in your book bag.

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I will start the class with a bellringer that introduces a comic strip which conjoins shakespeare's Romeo and Juliet and star wars. My anticipatory set is that each student is actively engaging in the thematic material presented in both novels. being able to be creative should create an engaging and enjoyable assignment.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 mins	briefly introduce the comic strip that integrates shakespeare and Star Wars	Pay Attention and listen	bellringer
25 mins	give the students the necessary materials so that they can create their comic strips	create a comic strip that includes a theme from both "Of Mice and Men" and "Harry Potter"	

Thursday

Daily Lesson Information

Lesson title	Learning Rhetoric/literary devices
Lesson Purpose/Rationale	At this point in the unit, students have been actively engaged in two different novels. It is important to note certain elements that make both different. To do this I will create a powerpoint that is lecture based. Students will get information based on various different literary devices such as aphorism, alliteration, shakespearean stanza, a sonnet, a reverdie etc. This lesson will prepare students to understand literary elements when they come across them. My goal is to have students be able to look at a text and immediately know if it is using a specific literary device.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Literary rhetoric, students will use previous knowledge and build upon it to understand conceptualize the purpose of literary devices.
Lesson length	20 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No primary source

Daily Lesson Plan Summary

Prior knowledge needed for success	Knowing why writers use literary devices is important and helpful to understanding how they are used in writing.
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Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I will start this lesson off by quoting yoda. Since he speaks in a different form of a language we can analyze his diction. "too old you are for the training, too old, too old". Learning the different devices used through literature will help students comprehend and relate better to the material they currently reading.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
20 mins	present a powerpoint presentation and frequently call on students who raise and who don't raise their hand to engage students. Candy will be used to reward attention.	Actively listen to the presentation, take notes.	Bell ringer will be to have students answer what they think a yoda quote means in spite of its strange or erratic diction.
10-20 mins	Watch students work	write their final projects and catch up on reading	

Week 3

Monday

Daily Lesson Information

Lesson title	The Odyssey part 1
Lesson Purpose/Rationale	This lesson is used to describe the various different symbolisations within the epic. While reading the story students are to write down the archetypes and determine if the same type of archetype exist within the other two novels that are being read. Students are to use the different symbols present in the epic and create a “why page”. On this page the students will write down all the questions they have. they will eventually go back to this when they get towards the end and answer their own questions. The point of the lesson is to have students question the text and make guesses as to what will happen next.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	As a class we will read the story and the students will make guesses and questions as we move along. Reading it as a class will allow student to jot down things while actively listening to the story.

Lesson length	3 days this is the first day of three
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No source

Daily Lesson Plan Summary

Prior knowledge needed for success	Understanding muses and other greek based mythologies will be helpful in understanding the story.
How will you address students who do not have this prior knowledge?	Students who have never read an epic before will still be able to ask questions the entire time. The lesson itself is designed to be questioned so having previous knowledge doesn't put anyone at an advantage.
Materials for instruction (include rationale for why the materials are appropriate)	Each student needs pen and paper. The teacher needs an accessible computer to look up certain words and allusions.
Accommodations and modifications	Accommodations will be made for those who need a little more time or are struggling with the assignment. If a student is gone they will have to play catch up and I can allow them time to do this.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 4	Students will revisit vocab and build upon new vocab words that they gain	Students will use questions to produce learning	Students will be assessed based on how they

			interact in class-informal assessment

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I will start the story of the “Odyssey” with a quote from the epic. This will hopefully draw in some attention. My goal is to make this very long story appeal to modern students.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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35-40 mins each day	Read the story and choose students to read as well.	listen and read. make notes and add to their “why page”	Bellringer will be a quote that is interesting and full of story to draw students in. I will have them tell me what they think it means.

Tuesday

Daily Lesson Information

Lesson title	The Odyssey/ “why page” part 2
Lesson Purpose/Rationale	This lesson is used to describe the various different symbolisations within the epic. While reading the story students are to write down the archetypes and determine if the same type of archetype exist within the other two novels that are being read. Students are to use the different symbols present in the epic and create a “why page”. On this page the students will write down all the questions they have. they will eventually go back to this when they get towards the end and answer their own questions. The point of the lesson is to have

	students question the text and make guesses as to what will happen next.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	As a class we will read the story and the students will make guesses and questions as we move along. Reading it as a class will allow student to jot down things while actively listening to the story.
Lesson length	this is the second of three days for this lesson
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No origin of source except for my head.

Daily Lesson Plan Summary

Prior knowledge needed for success	Reading, understanding, ability to connect events in the story and symbols that occur.
How will you address students who do not have this prior knowledge?	There isn't any necessary previous knowledge.
Materials for instruction (include rationale for why the materials are appropriate)	List what is needed for this lesson so that as you leave your home in the morning, you can quickly glance at this portion of your lesson plan and be sure that you have not forgotten to put anything essential for your lesson [that CD, poem, etc] in your book bag.
Accommodations and modifications	

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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Standard 3	Students will be making connections between two different books.	students will write about how the texts are relatable	formal assessment will be picking up what the students write.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	I will bring in the Marvel comic book based on the Odyssey to grab the students attention.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
35-40 mins	read the story	Listen, read, and write in their “why pages”	the bellring will be the comic strip that I will pass around and have students discuss.

Wednesday

Daily Lesson Information

Lesson title	The Odyssey part 3 “why page”
Lesson Purpose/Rationale	Students will be building upon what they already wrote based on questioning what is happening in the epic.
Lesson description (include concepts and skills and where this	As a class we will read the story and the students will make guesses and questions as we move along. Reading it as a class will allow student to jot down things while actively listening to the story.

lesson fits within the curriculum)	
Lesson length	This is the third and last day of the why page
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No source

Daily Lesson Plan Summary

Prior knowledge needed for success	No previous knowledge is necessary.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	pen and paper for each student. Teacher will need access to a computer.
Accommodations and modifications	Students who are absent will be given time to catch up.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 8	Students will write their questions on their own time	Students will write in their journal, the various questions they have	Students will be formally assessed based on

			what they turn in and informally based on participation

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I will make a reference to the very violent battle scenes that occur in the epic to help grasp the attention of some students. My goal is to get students to be interested in a very old epic and make connections between this story and the others they are reading.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
35-40 mins	Read the story and students will join.	Read, listen, and write in their “why page”.	the bellring will be a passage from the epic and they will discuss what they think it means.

Thursday

Daily Lesson Information

Lesson title	Free read day-Harry Potter Screening
Lesson Purpose/Rationale	Students will use this day to catch up reading “Harry Potter” or “Of Mice and Men” if they need to.
Lesson description (include concepts and skills and where this	Students will be actively engaging with their novels and taking notes.

lesson fits within the curriculum)	
Lesson length	50 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	no source

Daily Lesson Plan Summary

Prior knowledge needed for success	The ability to read
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	The novels that each student is reading.
Accommodations and modifications	If they don't bring in their books I will provide one.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 7	Students will use different modes of learning and reflect upon it	Students will watch and take notes	informal assessment will be seeing students

			being attentive

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>The screening of Harry Potter is going to be used as an incentive for students to read during class time.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
30 mins	Maintain classroom	reading their novels	bell ringer will be

	procedures		a quote from harry potter. For example "We are only as strong as we are united, as weak as we are divided." the goal is to have them excited about reading the novel which is also why I want my students to watch the movie as well.
20 mins	turn on the movie Harry Potter	Watch	

Friday

Daily Lesson Information

Lesson title	Free read day-get half way through HP Movie
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Lesson Purpose/Rationale	This day will allow students to relax a little and catch up on reading their novels
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will still be actively engaging their texts as well as critically watching HP movie.
Lesson length	50 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No source

Daily Lesson Plan Summary

Prior knowledge needed for success	Knowing what has happened currently in the movie will help
How will you address students who do not have this prior knowledge?	I will recap what has happened for people who were absent.
Materials for instruction (include rationale for why the materials are appropriate)	Movie-books
Accommodations and modifications	books will be provided for the students that forgot theirs.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)

Standard 3	Students will do critical writing based on what they are watching and reading	Harry Potter-text other reading materials and H.P. movie	I will pick up journals as a formal assessment

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I want students to actively watch HP and question what they watch. They need to be able to critically watch the movie and understand how the plot plays out differently in the movie than it does in the book.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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30 mins	Maintain class procedures.	Read their novels and watch the movie	The class will start with a quote or bellringer that asks students what the quote means. The quote could be ““Of course it is happening inside your head, Harry, but why on earth should that mean it is not real?” I want the students to analyze this quote and determine what it means to them personally.
20 mins	start the movie	Watch the movie and make notes	

Week 4

Monday

Daily Lesson Information

Lesson title	Picking Apart Literature
Lesson Purpose/Rationale	This lesson fits nicely into what the students have been doing because it forces them to question what they read by always looking for inferences and context clues. Reading should be something that is enjoyable and powerful to them but also challenging. It is challenging when the students always ponder what they read based on what is said, who said it, when it is said, etc. I will have students read I have a dream by Martin Luther King Jr. The students will then annotate or describe stanza by stanza what the main idea is. at the end of this the students will write a page discussing a dream they had or something they felt very powerful about.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Martin Luther King Jr's "I Have a Dream". Students will use inferences, rhetorical devices, and allusions to historical events to understand and annotate the poem.
Lesson length	the entire class 50 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	From my head

Daily Lesson Plan Summary

Prior knowledge needed for success	The ability to read context clues and understand poetry will help.
How will you address students who do not have this prior knowledge?	I will have students in groups of four according to their seating positions. Students who struggle should be helped those who don't. I will also walk around and provide assistance.

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>As students walk in I will read the first stanza. This will be their bellringer. All the students have to do is actively listen.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 mins	I will read the first stanza of "I Have a Dream"	Listen	bellringer
50 mins or the remainder of class	divide kids into groups based on where they sit.	get into groups and start annotating and describing how the poem makes them feel.	

Tuesday

Daily Lesson Information

Lesson title	Up From Slavery introduction to W.E.B Dubois-"Ghana Calls"
Lesson Purpose/Rationale	This lesson focuses on poetry and allusions. I wanted to pick a particularly complicated poem so that I can influence my students and show them that even though there are allusions and references to things they know nothing about it is still possible to connect to Du Bois's words. Much like the previous lesson this lesson will get students into groups and they will describe what they think each stanza means and at the end of class we will go over the entire poem together.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The lesson will draw upon close reading and critical thought. What was it like to be the narrator in the poem "Ghana Calls"? Why does the narrator reference Africa? Empathy should be drawn upon and used to at least understand the narrator's perspective.
Lesson length	50 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	When I was in highschool I was given this poem and told to describe it in its entirety. I want my students to look at this poem, line by line and truly connect with it on some level.

Daily Lesson Plan Summary

Prior knowledge needed for success	No prior knowledge is required. However, everything we have done up to this point in class should help students be prepared.
How will you address students who do not have this prior knowledge?	I will talk to them one on one and guide their thought with questions. If there's still something that is not clicking I will have them see me after class and I will set time aside to help them understand annotating a text.
Materials for instruction (include rationale for why the materials are appropriate)	copies of "Ghana Calls" pens pencils and paper.
Accommodations and modifications	Students who have difficulty will be helped by classmates and I will circulate around the room and inform students to please ask me for help.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
standard 2	Students will work with sounds and changes in tone within the poem in order to understand the theme	Students will analyze parts of poetry	informal assessment will be based on student engagement

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I will describe African American literature and explain certain quotes to grab student attention.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 mins	Read the last few lines of the poem “Ghana Calls”	Listen	Bellringer
45 mins or the remainder of class	Get students into groups according to who their favorite Harry Potter characters are. Hand out poems, papers and pencils.	Write down what they think, what the words mean and what the stanza they are working on means.	

Wednesday

Daily Lesson Information

Lesson title	Literary Device Jeopardy day 1 out of 3
Lesson Purpose/Rationale	<p>The students will play a game of Jeopardy that is a continuation of the Literary devices and techniques we studied earlier. This lesson will draw upon the list of literary devices we have gone over and put them in a game. The day previous to this game I will tell students to study for a test. I want students to be able to actively engage in the game without knowing they are playing a game the day before. This lesson is about scaffolding and building upon what they already know. After the game students will be given another list of literary devices and how they work within the novels we are reading in class. For the next three days we will be finishing up the Harry Potter movie and memorizing vocab words, rhetorical devices in a way that students won't realize what they are doing is considered “work”.</p>
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	<p>Students will be paired off in groups based on their previous scores on their vocab tests. The lowest scorers will go with the highest etc. I will have a list of categories and all of the vocab words and devices we studied in class on the smartboard or projector. Students will get to call</p>

	their group a name based on Harry Potter, such as house names or character names and will win the game based on how well they know the devices and vocab.
Lesson length	50 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Reading the vocab and Rhetoric device list as well as seeing and knowing how the devices are used will help the students succeed.
How will you address students who do not have this prior knowledge?	Students that don't have this knowledge will be in groups and other students will help them.
Materials for instruction (include rationale for why the materials are appropriate)	A jeopardy game already made. pens and paper for score keeping.
Accommodations and modifications	students who are struggling will be with students who aren't and who can help them understand how they work. After each answer is given I will give everyone time to write down notes that will help them remember.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 4	Students will participate in the game	pre-made	Informal

		jeopardy game	assessment will be me watching the students

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>My hook will be the entire assignment. Since the game is designed to engage students with vocab the entire lesson plan is a hook.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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50 mins	Students will get into their groups based upon previous vocab test scores. They will then choose a group name and a group with the lowest combined age goes first.	Choose a category and answer the question that appears	

Thursday

Daily Lesson Information

Lesson title	Jeopardy day 2 of 3
Lesson Purpose/Rationale	This will build upon what the students know and learned from the previous game
Lesson description	Continuation of Jeopardy day 1.

(include concepts and skills and where this lesson fits within the curriculum)	
Lesson length	50 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside sources

Daily Lesson Plan Summary

Prior knowledge needed for success	The vocabulary and rhetoric devices we have been studied should be conceptualized by now and this will be built upon with more rhetoric devices and vocab.
How will you address students who do not have this prior knowledge?	Students who were absent or sick will be given a quick review sheet.
Materials for instruction (include rationale for why the materials are appropriate)	Same as before. Smart board, pen, paper, pencils, for score sheet and notes.
Accommodations and modifications	Students who are struggling will be paired with students who aren't so that they may help them.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text		Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 3	Students will participate in game	premade game	informal assessment

			will be seeing students participate

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Are the students learning? What do these words mean and how are the devices used in poetry and literature.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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5 mins	ask students what a weird word is and break down the word with class to demonstrate how words can be made up of smaller words	listen	bellringer
45 mins	Set up game	play game, get in groups get notes out.	

Friday

Daily Lesson Information

Lesson title	Jeopardy day 3 of 3
Lesson Purpose/Rationale	This is the last day of the lesson, students will be given the most difficult and obscure questions on this day.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Same as the other two days. Students will get in same groups and answer questions about rhetoric devices and literary techniques.

Lesson length	45 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	There is no outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	The ability to build upon what the students already know will help them be successful.
How will you address students who do not have this prior knowledge?	Students who are struggling will be paired those who aren't
Materials for instruction (include rationale for why the materials are appropriate)	Same as before, smart board, pen, paper, and extra paper for notes.
Accommodations and modifications	Students who have been sick or absent will be given a sheet with the previous questions and answers so that they are caught up.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 3	Interact with game	premade game	Formal Assessment will be seeing students engage

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>The hook is the lesson. The game should keep the students engaged while learning new material that could be considered complicated or difficult.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 mins	set up the game	get in groups, get notes and prepare to start the game	bellringer will be a sentence that uses aphorism or alliteration so that

			the students get an idea of what we are about to do.
45 mins	monitor the game and provide examples.	make notes and participate in the game.	

Week 5

Monday

Daily Lesson Information

Lesson title	Preparing for essay
Lesson Purpose/Rationale	This essay should focus on the African American Poetry that was covered in class. I want students to be able to reference literary devices that were used explain why they were used and define the overall theme achieved in the different poems
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	There will be three days to cover this in class. Students are to take notes and write what they can in class then do what they can't finish at home.

Lesson length	3 days in 20 min segments
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Knowing the poems
How will you address students who do not have this prior knowledge?	They need to refer back to the poems we read.
Materials for instruction (include rationale for why the materials are appropriate)	a computer or other type of device is required to type.
Accommodations and modifications	Students who don't have a computer at home will be allowed to use the computer in the library.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 3	Student will write critically and objectively about the use of literary devices in poetry and literature	Students will write in class in three twenty minute sections	Students will be formally assessed each day they write based on

			how they are able to write under a time frame.

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I will recap what we learned from the African American poetry we read earlier. This should draw the students in and get them ready to write. I will write a bunch of questions on the board and explain to the students that they can answer any of those questions to help get their paper started.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 mins	introduce the assignment	write down things they know about the poetry we covered in class.	The bellringer will be a brief quote of one of the poems.
20 mins	assist students	write their papers or begin them	
25 mins	turn on Harry Potter	watch the last parts of the movie	

Tuesday

Daily Lesson Information

Lesson title	Essay work day part 2
Lesson Purpose/Rationale	Students should have questions about the assignment that I can help them with in class.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will work on essays. Students are to take notes and do what they can with their paper.

Lesson length	20 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Knowing the poems
How will you address students who do not have this prior knowledge?	I will try to help them understand the poems to get caught up.
Materials for instruction (include rationale for why the materials are appropriate)	Each student should have pencil, pen, paper, and possibly a computer or access to one.
Accommodations and modifications	Students who don't have a computer can go to the library

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 3	Students will write critically about what we have read so far	Students will write for 20 mins in class	I will visually assess whether or not the student is engaging in

			the activity
Standard 7	Students can use a computer to do research on African American Poetry and how they use Literary devices to create a tone or mood.	Students will be allowed to research in the computer lab if they need to	Students who do research outside of class can show me what they gained by going to the computer lab

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to	I will read a quote from either Dubois or Martin Luther King Jr. to get the class focused and ready.
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engage the students?	
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 mins	read a quote by Dubois or Martin Luther King Jr.	listen	bellringer
20	help students who need it	work on essays	
25 mins	play harry potter	watch	

Wednesday

Daily Lesson Information

Lesson title	last day to work on essay
Lesson Purpose/Rationale	Having wednesday be the last day the essay is due will prepare students for college due dates. I want students to be

	able to write freely and easily even if it's only a two page essay.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will make final changes to essays.
Lesson length	35 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Having something written already will help.
How will you address students who do not have this prior knowledge?	I will give students an extra day or two if they are struggling. The point of the assignment is to only give the students a few days to write a two page paper.
Materials for instruction (include rationale for why the materials are appropriate)	Students need the paper they have been working on. and items that are needed to write the paper.
Accommodations and modifications	Students who were absent will be given extra time.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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Time (minutes)	The teacher will...	The students will....	Additional information...
25 mins	help students who need it.	Finish their paper and have their peers review it	Bellringer will be a quote by Booker T washington.
35 mins	play the last of the Harry Potter Movie. students should almost be finished with harry potter.	watch and take notes	

Thursday

Daily Lesson Information

Lesson title	Introduction to final presentation
Lesson Purpose/Rationale	The goal is to have students perform or explain a game or scene from either "Of Mice and Men", "Harry Potter" or the "Odyssey". the students need to teach it to the class for 15

	mins and it must include the use of a computer. Students will be allowed to get into groups of up to 4.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will re-enact a scene from one of the novels or create a game/lesson for the class. The students have to know the material in order to teach it.
Lesson length	15 mins
Grade level and course	English 10th grade
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will draw in on everything they have learned from class so far.
How will you address students who do not have this prior knowledge?	Students who had trouble throughout the year might struggle but can use other classmates for help.
Materials for instruction (include rationale for why the materials are appropriate)	The materials are up to the students based on what they are going to do.
Accommodations and modifications	Students who are struggling will be place in a specific group with students who aren't struggling.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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Standard 5	Students will do their projects based on how they look at different forms of language including poetry and epics.	This varies based on what the students are going to do.	I will have a formal assessment when I check on the progress of each group
Standard 3	Students Will critically read and write and base their assignment on what they get from our readings.	varies based on what the students decide to do for their project.	Informal assessment will be me checking in on students periodically to make sure they are head in the right direction.

Today's Essential Question(s) and/or Anticipatory Set

Friday

Daily Lesson Information

Lesson title	Catch up day/ work on presentations
Lesson Purpose/Rationale	Students will use this day to work on their presentations and read the last parts of H.P. or Of Mice and Men if they have yet.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This is a work day but will focus on everything we have learned up to this point. conceptual integration or unity of rhetorical devices and literary patterns will be use to influence their work.
Lesson length	50 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Knowledge of literary devices and everything we have learned up to this point.
How will you address students who do not have this prior knowledge?	they should have this knowledge if not I will work with them and try to get them caught up.
Materials for instruction (include rationale for why the materials are appropriate)	project materials, books.

Accommodations and modifications	students who forget their books will be able to use the ones provided by me in class.
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Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 3	Students will read critically if they need to catch up	Students will read and prepare for presentations	Informal assessment will be making sure that students are doing their work.

Today’s Essential Question(s) and/or Anticipatory Set

Daily Lessons

Week 6

Monday

Daily Lesson Information

Lesson title	Presentation week day 1 /Of Mice and Men Screening
Lesson Purpose/Rationale	These presentations will implement multi-modality, interpersonal skills, presentation skills and professionalism. On top of this it demonstrates that collectively the students understand the aspects of literature that we have gone over.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will present in 15 min max segments. 2-3 groups will be able to present. each day
Lesson length	50 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	students need to refer back to everything we have learned and present a teaching concept, a play or a game that uses the vocab, books, or other literature we studied.
How will you address students	Students who don't have prior knowledge will have to rely on the students in their group

who do not have this prior knowledge?	
Materials for instruction (include rationale for why the materials are appropriate)	Pen and paper to take notes on the student's performance.
Accommodations and modifications	Students that need to use the projector or smartboard will be allowed to do so.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 1	Students will speak and listen to others presentation	what ever materials they need for their presentation	Formal assessment will be what I take up for their presentation . Informal will be what I see from their presentation

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I will start the class with an inspirational quote that will demonstrate to them that we are approaching the end of the unit.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
1-2 mins	give inspirational quote to keep students motivated	listen	bell ringer
30 mins	allow presentations	present	
time left over	play Of Mice and Men	watch	

Tuesday

Daily Lesson Information

Lesson title	Presentations 2
Lesson Purpose/Rationale	This is a continuation of the last group of presentations.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	These presentations will implement multi-modality, interpersonal skills, presentation skills and professionalism. On top of this it demonstrates that collectively the students understand the aspects of literature that we have gone over.
Lesson length	30 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Everything we have learned up to this point
How will you address students who do not have this prior knowledge?	They will have to rely on what they have learned or other students for help.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Have the students learned what I have been teaching them are they understanding literary rhetoric.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
30 mins	Begin presentations	present	
20 mins	start the movie	watch	

Wednesday

Daily Lesson Information

Lesson title	presentation day 3
Lesson Purpose/Rationale	These presentations will implement multi-modality, interpersonal skills, presentation skills and professionalism. On top of this it demonstrates that collectively the students understand the aspects of literature that we have gone over.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Same as before students will draw in on everything that they have learned so far.
Lesson length	50 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Everything that the students have learned so far should be used.
How will you address students who do not have this prior knowledge?	They can rely on other students or myself to get caught up.
Materials for instruction (include rationale for why the materials are appropriate)	pen paper movie.
Accommodations and modifications	Students who are struggling will be placed into a group where they can be helped by students who aren't struggling.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 1	Students will be paying attention to the last few presentations	various	visual assessment

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>The hook is a quote from Of Mice and Men</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50 mins	Initiate Presentations	Present	

Thursday

Daily Lesson Information

Lesson title	Last presentations day
Lesson Purpose/Rationale	These presentations will implement multi-modality, interpersonal skills, presentation skills and professionalism. On top of this it demonstrates that collectively the students understand the aspects of literature that we have gone over.
Lesson description (include concepts and skills and where this	The last few groups will use everything they learned up to this point in a presentation that demonstrates their knowledge of literary devices.

lesson fits within the curriculum)	
Lesson length	30 mins
Grade level and course	10th grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Everything that the students have learned up into this point will help them.
How will you address students who do not have this prior knowledge?	Students who don't have prior knowledge will be able to rely on other students and myself to be caught up.
Materials for instruction (include rationale for why the materials are appropriate)	pen, paper, movie.
Accommodations and modifications	Students who struggle will be placed in groups with students who don't.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 1	the last day of presentations students are required to be attentive and take notes	various	informal will be visual. Formal assessment will be me taking up

			the presentation s.

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I will give a quote on Of Mice and Men and start the last round of presentations.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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30 mins	initiate last groups of presentations	present	
20 mins	start the movie	watch	

Friday

Daily Lesson Information

Lesson title	Last day of lesson/watch the end of Of Mice and Men
Lesson Purpose/Rationale	This lesson is designed to let students relax now that their presentations are done. The movie should revisit certain elements of literature that they have been studying over the term and help them see what a novel looks like in a movie form.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Digital integration, accumulative knowledge.
Lesson length	50 mins

Grade level and course	10th Grade English
Source of lesson plan and how I modified it	No outside source

Daily Lesson Plan Summary

Prior knowledge needed for success	Knowing the different vocab words in the unit will help.
How will you address students who do not have this prior knowledge?	They can ask me or other students if they can't understand the movie although it is pretty straightforward.
Materials for instruction (include rationale for why the materials are appropriate)	movie
Accommodations and modifications	Students who have a hard time seeing can sit closer

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
Standard 1	Students will actively listen to the last presenters	various	visual assessment

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I will start the class with telling them everything we covered in a short period of time and inform them that some of the things that were studied are on a college level.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50 mins	Start movie	watch	

Appendix A

movie

Columbus, C. (Director). (n.d.). *Harry Potter and the Sorcerer's Stone* [Video file].
Sinise, G. (Director), Sinise, G. (Producer), & Foote, H. (Writer). (n.d.). *Of mice and men* [Video file].

book

Rowling, J. K. (2007). *Harry Potter*. London: Bloomsbury.

book

Steinbeck, J. (1993). *Of mice and men*. New York: Penguin Books.

movie

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