

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Shakespeare															
	CLASS 37				CLASS 38				CLASS 39				CLASS 40			
Activity				1/4				1/7				1/8			W	1/13
Warm-Up	Read the handout on Teams regarding daily class expectations.				Write a paragraph describing what you know about William Shakespeare.				Review the section of the William Shakespeare Web Quest discussing Annotated Bibliographies.				Write a paragraph describing what you believe was the typical husband-wife relationship in England 400 years ago.			
Objective (EQ)	What is expected of me this semester?				Why do we study William Shakespeare?				How do you create an annotated bibliography?				Why is <i>Taming of the Shrew</i> extraordinary for Shakespeare's time?			
Agenda	1. Students will review class expectations. 2. Class discussion re. class expectations: including A. Teams i. Assignments ii. Class Materials B. Daily Attendance C. Zoom meeting D. Method of submissions E. Academic integrity F. Attendance G. Website				1. Students will access prior knowledge to assess what they know about Shakespeare. 2. Class discussion regarding Shakespeare with power point. 4. Introduction to Shakespeare web quest. 5. Students will begin work on web quest.				1. Students will familiarize themselves with annotated bibliographies. 2. Teacher discussion of annotated bibliographies. 3. Teacher instruction on using citation builder <a href="https://www.mybib.com/tools/mla-citation-generator">https://www.mybib.com/tools/mla-citation-generator</a> . 4. Students complete web quest and begin work on annotated bibliography. 5. Students will create ten annotated bibliography entries.				1. Students will use prior knowledge to guess about life in Shakespeare's England. 2. Teacher will briefly introduce of <i>Taming of the Shrew</i> . 3. Distribution of class sets of <i>Taming of the Shrew</i> . 4. Teacher will read <i>Taming of the Shrew</i> Act 1, Scene 1, and explain where necessary. 5. Q&A with students asking them to compare/contrast courting relationships then and now.			
Materials (All documents on Teams unless otherwise specified.)	1. List of class expectations. 2. Course syllabus Note: Students will save both documents to own device.				1. Shakespeare power point. 2. Shakespeare web quest.				Annotated bibliography handout.				Class set <i>Taming of the Shrew</i>			
Closure	Do the worksheet on Apostrophes. Repeat until you achieve score of 18/20. <a href="https://chompchomp.com/hotpotatoes/apostrophes01.htm">https://chompchomp.com/hotpotatoes/apostrophes01.htm</a>				Students will continue working on web quest.				Finish both web quest and annotated bibliography.				Sustained Silent Reading of balance of Act I—graded activity.			
Homework	None.				Work on web quest.				Finish web quest and annotated bibliography.				None.			
Common Core State Standards	None.				10RL1, 10RL2, 10RL3, 10RL4, 10RL5, 10RL6, 10RL10, 10W1, 10W2, 10W4, 10W6				10W1, 10W2, 10W4, 10W5, 10W6, 10W7				10RL2, 10RL3, 10RL4, 10RL5, 10RL6			

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Shakespeare															
	CLASS 41				CLASS 42				CLASS 43				CLASS 44			
Activity				1/14				1/20				1/21				1/26
Warm-Up	Review or finish reading Act 1 of <i>Taming of the Shrew</i> .				Write a paragraph describing the difference between mating today and in Shakespeare’s Padua.				Using the words on the second page of the vocabulary packet, write a new example sentence for each word.				Write one paragraph explaining how the setting in <i>Taming of the Shrew</i> shapes the story.			
Objective (EQ)	How do you predict plot in a Shakespeare play?				What do we learn about Renaissance culture from reading <i>Taming of the Shrew</i> ?				How do you familiarize yourself with Shakespeare’s language.				How do you write a literary analysis?			
Agenda	<ol style="list-style-type: none"> <li>Students will familiarize themselves with Act I.</li> <li>Teacher instruction regarding Shakespeare plays’ plotlines.</li> <li>Students will read parts aloud for Act II as teacher comments when necessary.</li> </ol>				<ol style="list-style-type: none"> <li>Students will use prior knowledge to define Shakespeare’s culture.</li> <li>Q&amp;A regarding culture in times of Shakespeare and in <i>Taming of the Shrew</i>. This builds on from last week’s lesson.</li> <li>Students will review what they have read so far and identify difficult vocabulary.</li> <li>Teacher will review vocabulary with students and assist in ascertaining meaning.</li> </ol>				<ol style="list-style-type: none"> <li>Students will become more familiar with the vocabulary of <i>Taming of the Shrew</i>.</li> <li>Teacher review of vocabulary activity.</li> <li>Teacher will collect vocabulary packet while students take turns reading from Act III, Scene 1.</li> <li>Teacher review of Act III, Scene 1 with Q&amp;A.</li> </ol>				<ol style="list-style-type: none"> <li>Baseline assessment of students ability to write literary analysis.</li> <li>Review of literary analysis handouts and guidelines.</li> <li>Explanation of literary analysis requirements.</li> <li>Students will read article of choice and write a practice literary analysis.</li> </ol>			
Materials	Class set <i>Taming of the Shrew</i>				<ol style="list-style-type: none"> <li>Class set <i>Taming of the Shrew</i></li> <li>TOS Vocabulary Packet.</li> </ol>				<ol style="list-style-type: none"> <li>Class set <i>Taming of the Shrew</i></li> <li>TOS Vocabulary Packet.</li> </ol>				<ol style="list-style-type: none"> <li>L.A. Writing Guidelines.</li> <li>Articles: “Teens are Breaking” and “The Astronaut Wives Club.”</li> </ol>			
Closure	Sustained Silent Reading of balance of Act II—graded activity.				Sustained Silent Reading through end of Act II—graded activity.				Sustained Silent Reading through end of Act III—graded activity.				Finalize literary analysis.			
Homework	None.				Complete the first page of vocabulary packet.				Complete pages 3 & 4 of vocabulary packet.				Type literary analysis.			
Common Core State Standards	10RL2, 10RL3, 10RL4, 10RL5, 10RL6															

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Shakespeare															
	CLASS 45				CLASS 46				CLASS 47				CLASS 48			
Activity			W	1/27				2/1				2/2				2/5
Warm-Up	Complete pages 5 & 6 of the vocabulary packet. Refer to class copy of <i>Taming of the Shrew</i> .				Take the Quiz on Acts 1-3 of <i>Taming of the Shrew</i> .				Day lost due to “snow day.”				Write a paragraph explaining what choices Bianca should make in light of what has happened in the play so far.			
Objective (EQ)	How does Shakespeare develop character in <i>Taming of the Shrew</i> ?				How do you review what you have already learned about <i>Taming of the Shrew</i> ?								What is the modern-day relevance of <i>Taming of the Shrew</i> ?			
Agenda	1. Students will become more familiar with the vocabulary of <i>Taming of the Shrew</i> . 2. Teacher review of vocabulary activity with emphasis on character development. 3. Students will work in groups and read aloud Act III, Scene 3.				1. Students will be summatively assessed on <i>Taming of the Shrew</i> . 2. Class review of Quiz with discussion as needed to clarify. 3. Teacher introduction of Act IV of <i>Taming of the Shrew</i> with emphasis on plot line development.								1. Students will use their knowledge of TOS’s first 3 acts to predict an outcome. 2. Whole class discussion of eloping. 3. Students will quickly research modern attitudes about eloping. 4. Students will write literary analysis comparing eloping now and in time of Shakespeare according to <i>TOS</i> .			
Materials	1. Class set <i>Taming of the Shrew</i> 2. TOS Vocabulary Packet.				1. Class set <i>Taming of the Shrew</i> 2. TOS Vocabulary Packet. 3. TOS Acts 1-3 Quiz								Class set <i>Taming of the Shrew</i>			
Closure	Sustained Silent Reading of balance of Act III—graded activity.				Sustained Silent Reading of balance of Act IV—graded activity.								Finish literary analysis.			
Homework	Complete pages 7 & 8 of vocabulary packet.				Complete page 9-10 of vocabulary packet								Get caught up with reading of play.			
Common Core State Standards	10RL2, 10RL3, 10RL4, 10RL5, 10RL6				10RL2, 10RL3, 10RL4, 10RL5, 10RL6								10RL2, 10RL3, 10RL4, 10RL5, 10RL6			

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Shakespeare															
	CLASS 49				CLASS 50				CLASS 51				CLASS 52			
Activity				2/8				2/11				2/12				2/18
Warm-Up	Complete pages 11 & 12 of the vocabulary packet. Refer to class copy of <i>Taming of the Shrew</i> .				Review Literary Analysis Writing Guidelines handout from Jan. 24.				Write a paragraph explaining Grumio’s role in refusing to help Katharina eat. Explain why.				Write a paragraph explaining whether Petruchio’s conduct would be permitted in today’s society.			
Objective (EQ)	Did everybody support the gender roles in Shakespeare’s time?				How do you compare a play to a poem? Act 3 assessment.				How do you compare Petruchio’s treatment of Katharina to modern society’s attitudes?				Is domestic violence okay if the perpetrator truly loves his victim?			
Agenda	<ol style="list-style-type: none"> <li>Students will become more familiar with the vocabulary of <i>Taming of the Shrew</i>.</li> <li>Teacher review of vocabulary activity with emphasis on character development.</li> <li>Students will read “To the Ladies” by Lady Mary Chudleigh.</li> <li>With teacher instruction, students will write a literary analysis comparing Katherine in <i>TOS</i> with narrator in poem. Two paragraphs and discuss Stockholm Syndrome.</li> </ol>				<ol style="list-style-type: none"> <li>Students will refresh prior knowledge of writing a literary analysis.</li> <li>Teacher explanation of other essay formats.</li> <li>Students will write a literary analysis of “Verses Written by a Young Lady.”</li> </ol>				<ol style="list-style-type: none"> <li>Students will be analyze the role of Grumio in <i>Taming of the Shrew</i>.</li> <li>Class discussion regarding modern attitudes of men’s treatment of their wives and what was okay 400 years ago. Discussion of Power and Control Wheel graphic with comparison to Petruchio’s conduct against Kate.</li> <li>Students will work in breakout rooms in groups of 3 to complete P&amp;C Wheel handout.</li> </ol>				<ol style="list-style-type: none"> <li>Students will use their prior knowledge of social mores regarding domestic violence to compare Petruchio’s actions.</li> <li>Class discussion of students’ writings and connection to the play.</li> <li>Introduction and explanation of TOS project—due May 23. Bring things to work on in class.</li> </ol>			
Materials	<ol style="list-style-type: none"> <li>Class set <i>Taming of the Shrew</i></li> <li>TOS Vocabulary Packet.</li> <li>“To the Ladies” handout.</li> </ol>				Act 3 Assessment (poem with questions and writing instructions).				<ol style="list-style-type: none"> <li>Class set <i>Taming of the Shrew</i></li> <li>Power &amp; Control Wheel.</li> </ol>				<ol style="list-style-type: none"> <li>Class set <i>Taming of the Shrew</i>.</li> <li>TOS project handout.</li> </ol>			
Closure	Sustained Silent Reading of balance of Act 4, Scene 3, and beginning of Scene 4—graded activity.				Finalize literary analysis.				Sustained Silent Reading of balance of Act 4—graded activity.				Sustained silent reading of Act V, Scene 1—graded activity.			
Homework	Return textbooks from home.				Type literary analysis.				Finish reading Act 4.				Work on project. Due Feb. 20, 2019.			
Common Core State Standards	10RL2, 10RL3, 10RL4, 10RL5, 10RL6				10W1, 10W2, 10W4, 10W5, 10W6, 10W7, 10L1-2				10RL2, 10RL3, 10RL4, 10RL5, 10RL6				10W1, 10W2, 10W4, 10W5, 10W6, 10W7			

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Shakespeare															
	CLASS 53				CLASS 54				CLASS 55				CLASS 56			
Activity				2/19				2/24				2/25				3/2
Warm-Up	Prepare to take the Quiz on <i>Taming of the Shrew</i> .				Prepare your project for presentation.				Prepare your project for presentation.				Take the <i>Taming of the Shrew</i> mastery assessment.			
Objective (EQ)	What do you know about Shakespeare's <i>Taming of the Shrew</i> .				How do you teach others about <i>Taming of the Shrew</i> ?				How do you teach others about <i>Taming of the Shrew</i> ?				What are the major themes of <i>Taming of the Shrew</i> ?			
Agenda	1. Students will take a quiz on the entire play (not Mastery Assessment) 2. Selected students will present their TOS presentations. Other students will peer-evaluate.				1. Selected students will present their TOS presentations. 2. Students will evaluate the projects of other students.				1. Selected students will present their TOS presentations. 2. Students will evaluate the projects of other students. 3. Time permitting, discussion of literary analysis essay due <b>March 9, 2021</b> .				1. Students take mastery test. 2. On a piece of notebook paper, write a list of three themes found in <i>Taming of the Shrew</i> . 3. Teacher will review choice of themes from various students. 4. Students will find at least two pieces of evidence from <i>TOS</i> that supports one of the themes. 5. Students will write one paragraph discussing their selected theme and two pieces of evidence.			
Materials	1. Class set <i>Taming of the Shrew</i> 2. TOS Whole Play Quiz.				1. Student-produced projects. 2. Peer Evaluation forms.				1. Student-produced projects. 2. Peer Evaluation forms. 3. Literary analysis instructions.				1. Student copies of <i>Taming of the Shrew</i> . 2. Literary analysis instructions.			
Closure	Work on projects.				Finalize peer evaluations.				Finalize peer evaluations.				Show paragraph to another student; revise as necessary.			
Homework	Work on project.				None.				None.				None.			
Common Core State Standards	10RL2, 10RL3, 10RL4, 10RL5, 10RL6				10RL2, 10RL3, 10RL4, 10RL5, 10RL6				10RL2, 10RL3, 10RL4, 10RL5, 10RL6				10RI1, 10RI2, 10RI3, 10RI4, 10W1, 10W2, 10W4, 10W9			

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Literary Analysis/Poetry															
	CLASS 57				CLASS 58				CLASS 59				CLASS 60			
Activity			W	3/3				3/8				3/12				3/29
Warm-Up	Use the 5-minute research worksheet and find an <u>expert</u> that supports what you wrote about on Friday. Use one quotation.				Find one piece of evidence that contradicts what you wrote about on Monday and Wednesday.				Review the Literary Devices handout. Choose five and write an example for each.				Read the “Untitled” poem on the handout and write a paragraph explaining its meaning.			
Objective (EQ)	How do you find experts to support your suppositions?				How do you deal with “countering” in a literary analysis?				What are literary devices?				What is poetry?			
Agenda	<ol style="list-style-type: none"> <li>Students will reinforce their own opinions on <i>TOS</i> with outside experts.</li> <li>Follow-up instruction by teacher re. finding experts.</li> <li>Students will find another expert using a second 5-minute research worksheet with one quotation.</li> <li>Students will write one paragraph discussing the results of their research.</li> </ol>				<ol style="list-style-type: none"> <li>Students will find contradictory evidence.</li> <li>Class discussion re. creating literary analysis essay.</li> <li>Students will begin write literary analysis essay.</li> </ol>				<ol style="list-style-type: none"> <li>Students will become familiar with most common literary devices.</li> <li>Class discussion of literary devices with review of elements of fiction and plot.</li> <li>Class reading of “The Flowers” by Alice Walker.</li> <li>Discussion of literary devices in “The Flowers.”</li> <li>Students will identify and describe five literary devices in “The Flowers.”</li> </ol>				<ol style="list-style-type: none"> <li>Students will demonstrate their ability to analyze and write about poetry.</li> <li>Class discussion regarding the nature of poetry, types of poetry, and purpose of poetry. Teacher will conduct Q&amp;A to assess students’ current knowledge level.</li> <li>Students will read “Sonnet for Heaven Below” on p. 597 of textbook followed by whole group discussion with emphasis on allusions, magic realism, and poet’s purpose.</li> </ol>			
Materials	<ol style="list-style-type: none"> <li>Student copies of <i>Taming of the Shrew</i>.</li> <li>Literary analysis instructions.</li> <li>Five-minute research worksheet.</li> <li>Laptop cart G.</li> </ol>				<ol style="list-style-type: none"> <li>Student copies of <i>Taming of the Shrew</i>.</li> <li>Literary analysis instructions.</li> <li>Five-minute research worksheet.</li> <li>Laptop cart G.</li> </ol>				<ol style="list-style-type: none"> <li>Literary Devices handout</li> <li>Copies of “The Flowers” by Alice Walker</li> <li>Copies of “The Fir Tree”</li> </ol>				<ol style="list-style-type: none"> <li>Selected Poetry handout</li> <li>Textbook page 597.</li> </ol>			
Closure	Show paragraph to another student; revise as necessary.				Verify that your essay has been uploaded to Turnitin.com.				Finalize your list and descriptions of literary devices.				Write a two-paragraph essay comparing the sonnet with another story in any other medium.			
Homework	None.				None.				None.				None.			
Common Core State Standards	10RI1, 10RI2, 10RI3, 10RI4, 10W1, 10W2, 10W4, 10W9				10RI1, 10RI2, 10RI3, 10RI4, 10W1, 10W2, 10W4, 10W9				10RL1, 10RL2, 10RL3, 10RL4, 10RL5, 10RL6				10RL1, 10RL2, 10RL4.			

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Poetry							
	CLASS 61		CLASS 62		CLASS 63		CLASS 64	
Activity						W		4/8
Warm-Up	Read the poems on the poetry handout. Find one you like and be ready to discuss.		Read the poem on page 494 of the textbook. Write three sentences describing the poet's intent.		Write a paragraph describing the sea. Do not use any linking verbs. Be descriptive. Try to include all five senses.		Read "The Red Wheel Barrow" on the whiteboard. Make notes and be ready to discuss.	
Objective (EQ)	What is poetry?		What is a sonnet?		How does rhyme and meter contribute to imagery?		What is free verse?	
Agenda	<ol style="list-style-type: none"> <li>Students will select a poem to discuss.</li> <li>Teacher will poll class on most popular poems, then read some of those for the class followed by class discussion about the poem, the intent of the poet, and the poetic devices used.</li> <li>General discussion as to types of poetry, free verse vs. patterned verse, and sonnet.</li> <li>Discussion of ballad on page 509.</li> </ol>		<ol style="list-style-type: none"> <li>Students will use prior knowledge of poetry to analyze a Shakespearean sonnet.</li> <li>Class discussion regarding Shakespearean poets (14 lines, 3 quatrains, couplet, iambic pentameter, rhyme scheme, some aspect of love).</li> <li>Students will read Sonnet 116 in handout.</li> <li>Discussion regarding comparison of the two sonnets.</li> </ol>		<ol style="list-style-type: none"> <li>Students will use prior knowledge to create imagery.</li> <li>Selected students will share paragraphs.</li> <li>Review of meter and rhyme (p. 506).</li> <li>Class reading of "Sea Fever" on p. 507 followed by discussion if imagery, meaning, and poet's intent.</li> <li>Class will read "Ode to My Socks" on p. 498 with discussion regarding odes.</li> <li>Instructions regarding converting paragraph to a poem, using rhyme and meter.</li> </ol>		<ol style="list-style-type: none"> <li>Students will an example of free verse and attempt to analyze.</li> <li>Class discussion of free verse and purpose.</li> <li>Class discussion regarding "The Red Wheel Barrow." What does the poem mean? What are the secret meanings.</li> <li>Class will read the other examples of free verse on the poetry handout. What are benefits of free verse over patterned verse. Class discussion of selected examples of free verse.</li> </ol>	
Materials	<ol style="list-style-type: none"> <li>Selected Poems handout.</li> <li>Textbook page 509.</li> </ol>		<ol style="list-style-type: none"> <li>Selected Poems handout.</li> <li>Textbook page 494.</li> </ol>		Textbook pages 498, 506-507.		Poetry handout.	
Closure	Write a patterned verse poem. Be consistent throughout (hint: ballad is easiest).		Write a Shakespearean sonnet.		Begin converting paragraph to a poem—12 lines, 3 stanzas, A-A-B-B or A-B-A-B rhyme scheme.		Write one paragraph describing the hidden meaning in each of three selected examples of free verse.	
Homework	Finish writing and refining your ballad.		Finish writing and refining your sonnet.		Finish writing poem. Refine as necessary.		Find an example of free verse that you like of at least ten lines and bring it to class. Know the title and poet.	
Common Core State Standards	10RL1, 10RL2, 10RL4		10RL1, 10RL2, 10RL4		10RL1, 10RL2, 10RL4, 10W3d.		10RL1, 10RL2, 10RL4, 10W3d.	

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Poetry															
	CLASS 65				CLASS 66				CLASS 67				CLASS 68			
Activity				4/13			W	4/14				4/19				4/20
Warm-Up	Take the poetry quiz.				Create a metaphor for each of the following: classroom, student, book, lunch, friend.				Write two paragraphs explaining what is wrong with the poem on handout.				Write two paragraphs explicating your free-verse poem.			
Objective (EQ)	How do you analyze poetry?				How do you create metaphors?				What is a poetry workshop?				How do poetry workshops improve poems?			
Agenda	1. Students will be assessed on their knowledge of poetry to date. 2. Class discussion regarding explication of poetry. 3. Explanation of explication assignment. Students will find two hidden meanings in their selected free verse poem and write a four-paragraph essay explaining how they were able to determine these meanings. 4				1. Students will use prior knowledge to create metaphors. 2. Selected students will share their metaphors. 3. Discussion of metaphors to ensure understanding. 4. Student explanation of metaphor graphic organizer. 5. Students will re-create metaphors using graphic organizer; pair-share activity. 7. Explanation of free-verse poetry project (80 words). 8. Reminder that book summaries are due next class.				1. Students will analyze and suggest changes. 2. Explanation of poetry workshop. Students who have rough drafts of poems will work in groups of four to workshop poems. Students without poems will write them, then workshop in their own groups. 3. Following workshops, students will rewrite/revise poems. 4. Turn in book summaries.				1. Students will analyze what they did to improve their poem. 2. Explanation of poetry workshop. Students who have rough drafts of poems will work in groups of four to workshop poems. Students without poems will write them, then workshop in their own groups. 3. Following workshops, students will rewrite/revise poems.			
Materials	1. Poetry Test for Grade 10. 2. Students' selected poem. 3. Poetry handout.				Metaphor graphic organizer				1. Bad poem handout. 2. Student-produced free-verse poems.				Student-produced free-verse poems.			
Closure	Begin writing essay.				Begin writing free-verse poem of at least 80 words.				Rewrite/revise poem.				Rewrite/revise poem.			
Homework	Finish writing essay. Revise and edit as necessary. Use spell check. Read it out loud.				Finish writing rough draft of free-verse poem. Must have it available for poetry workshop next class session.				Rewrite your free-verse poem.				Finalize poem—due 4/21.			
Common Core State Standards	10RL1, 10RL2, 10RL4, 10W4, 10W5				10RL1, 10RL2, 10RL4, 10W3d.				10RL1, 10RL2, 10RL4, 10W3d.				10RL1, 10RL2, 10RL4, 10W3d.			

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Novel Study															
	CLASS 69				CLASS 70				CLASS 71				CLASS 72			
Activity				4/23				4/26				4/29				4/30
Warm-Up	Complete the Word Choices Worksheet #2.				Complete the Parallel Structure Worksheet #1.				Complete the Parallel Structure Quiz (10 minutes)							
Objective (EQ)	How does an author establish setting and character?				What is life like in tribal West Africa in the later 19 <sup>th</sup> Century?				How does plot develop?				How do you analyze character in a book-length story?			
Agenda	1. Students will review prior knowledge of word choices: there, their, and they're. 2. Class review of worksheet. 3. Students will go to library to check out <i>Things Fall Apart</i> . 4. Teacher will read chapters 1-2 from <i>Things Fall Apart</i> to class while students take note of characters. 4. Class discussion regarding development of the characters Okonkwo and Okoye.				1. Students will review prior knowledge of parallel structure. 2. Class review of worksheet. 3. Pop Quiz on Chapters 1-5 of <i>Things Fall Apart</i> . 4. Short class discussion of conflict in <i>Things Fall Apart</i> .				1. Students will be assessed on parallel structure skills. 2. Sustained silent reading of Chapter 13, end of Part 1. 3. Students will take reading quiz on Part 1, Chs. 1-13. 4. Class discussion of Ibo cultural issues and compare them with Western culture. 5. Explanation of character analysis assignment; five-paragraph essay due 10/31.				1. Students will review prior knowledge of misplaced and dangling modifiers. 2. Class review of worksheet. 3. Teacher will re-explain character analysis assignment. Students must pick one character to write about other than Okwonko. 4. Power point presentation on how to write a character analysis. 5. Students will write one paragraph on their chosen character.			
Materials	1. Pronoun Word Choices Worksheet #2. 2. Student copies of <i>Things Fall Apart</i> .				1. Parallel Structure Worksheet #2. 2. Student copies of <i>Things Fall Apart</i> . 3. Reading quiz, Chs. 1-5.				1. Parallel Structure Quiz. 2. Reading Quiz for Part 1. 3. Student copies of <i>Things Fall Apart</i> .				1. Misplaced Modifier Worksheet #1. 2. Character analysis ppt. 3. Student copies of <i>Things Fall Apart</i> .			
Closure	On the same page, draw a picture of both Okonkwo and Okoye.				Graded Sustained Silent Reading of <i>Things Fall Apart</i> .				Write one sentence each describing three characters in <i>Things Fall Apart</i> other than Okwondo.				Sustained Silent Reading of Chapters 18 and beyond.			
Homework	Review Chapters 1-2 and read Chapters 3-5 in <i>Things Fall Apart</i> .				Read though the end of Chapter 12 in <i>Things Fall Apart</i> .				Read Chapters 14-17 in <i>Things Fall Apart</i> .				Read Chapters 18-21 in <i>Things Fall Apart</i> .			
Common Core State Standards	10RL1, 10RL2, 10RL3, 10RL6				10RL1, 10RL2, 10RL3, 10RL6, 10L1a				All reading of literature standards.				All reading of literature standards. Also 10W2a-f, 0W4, 10W5.			

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Novel Study															
	CLASS 73				CLASS 74				CLASS 75				CLASS 76			
Activity			W	5/5				5/6				5/11				5/12
Warm-Up					Complete the whole book quiz on <i>Things Fall Apart</i> .				Write a list of at least five themes found in <i>Things Fall Apart</i> .				Revise “To Do” list from day before.			
Objective (EQ)	How do you organize a five-paragraph essay?				How do you identify theme in a novel?				How do you prepare a presentation on theme in a novel?				How do you prepare a presentation on theme in a novel?			
Agenda	1. Students will be assessed on misplaced and dangling modifiers (graded activity). 2. Students will write first paragraph of essay aided by teacher’s outline on board. 3. Teacher will observe students writing. 4. Under teacher’s direction, students will write body paragraphs and conclusion of essay.				1. Students will be assessed on their knowledge of the novel <i>Things Fall Apart</i> . 2. Class discussion of various themes in novel with listing on board. 3. Discussion of Thematic Project. 4. Students will plan and begin work on thematic project. Each group will write one paragraph describing project.				1. Students will access prior knowledge of novel to determine themes. 2. Teacher review of thematic project requirements and give instructions for use of computers in room 201 computer lab. 4. Students will reconvene in Career Center and conduct research in groups.				1. Students will plan balance of research and work necessary to complete project. 2. Teacher review of thematic project requirements and give instructions for use of Career Center or computer lab in room 201. 4. Students will reconvene in room 201 and conduct research in groups.			
Materials	1. Misplaced Modifier Worksheet #3. 2. Student copies of <i>Things Fall Apart</i> . 3. Map of colonial Africa.				1. <i>Things Fall Apart</i> whole book quiz. 2. Student copies of <i>Things Fall Apart</i> . 3. Thematic project handout.				1. Thematic project handout. 2. Computers and school network in room 201 computer lab.				1. Thematic project handout. 2. Computers and school network in room 201 (P. 6) or Career Center (P. 4 and 5).			
Closure	Sustained Silent Reading of remaining chapters.				TOTD: Each group will write description of project and duties for each member of group by name.				Group will write a “To Do” list of things needed to be done on project.				Group will write a “To Do” list of things needed to be done on project.			
Homework	Read Chapters 22-25 in <i>Things Fall Apart</i> .				Work on project.				Work individually or in groups on thematic projects.				Work individually or in groups on thematic projects.			
Common Core State Standards	All reading of literature standards. Also 10W2a-f, 10W4, 10W5.				All reading of literature standards. Also 10W6.				10SL1b, 10SL2, 10SL4, 10SL5, 10W7, 10W8				10SL1b, 10SL2, 10SL4, 10SL5, 10W7, 10W8			

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Novel Study															
	CLASS 77		CLASS 78		CLASS 79		CLASS 80									
Activity				5/17				5/18				5/21				5/24
Warm-Up	Revise “To Do” list from day before.				Prepare your project for presentation to the class.				Prepare your project for presentation to the class.				Students will write a list of at least three types of propaganda they have seen in the past week.			
Objective (EQ)	How do you prepare a presentation on theme in a novel?				How do you make an oral presentation?				How do you make an oral presentation?				What is propaganda?			
Agenda	1. Students will plan balance of research and work necessary to complete project. 2. Teacher review of thematic project requirements and give instructions for use of computers in room 201 computer lab. 4. Students will reconvene in Career Center and conduct research in groups. 5. Students will sign up for presentation times.				1. Students will give oral presentations on themes in <i>Things Fall Apart</i> . 2. Students not presenting will complete peer evaluation sheets.				1. Students will give oral presentations on themes in <i>Things Fall Apart</i> . 2. Students not presenting will complete peer evaluation sheets. 3. Announcement by teacher that next book summaries are due last class day on March 25.				1. Students will explore prior experience with propaganda. 2. Brief discussion defining propaganda with questions to students as to both beneficial and detrimental use of propaganda. 3. Video demonstration of propaganda. 4. Class discussion of video; students will identify other examples of propaganda. 4. Explanation of homework assignment.			
Materials	1. Thematic project handout. 2. Computers and school network in room 201 computer lab.				1. Student-produced presentations. 2. Peer evaluation sheets.				1. Student-produced presentations. 2. Peer evaluation sheets.				Propaganda videos on thumb drive.			
Closure	Group will write a “To Do” list of things needed to be done on project.				Finalize peer evaluation sheets.				Finalize peer evaluation sheets.				Plan homework assignment. Start with anything you’ve seen today.			
Homework	Work individually or in groups on thematic projects.				Work on project.				Work on project.				Find an incidence of propa-ganda from at least five sources and briefly explain how it manipulates the minds of people.			
Common Core State Standards	10SL1b, 10SL2, 10SL4, 10SL5, 10W7, 10W8				10SL1b, 10SL2, 10SL4, 10SL5, 10W7, 10W8				10SL1b, 10SL2, 10SL4, 10SL5, 10W7, 10W8				10RI1, 10RI4, 10RI6, 10L3			

DAILY LESSON PLANS—Dr. Nohrden—10<sup>th</sup> Grade English



Unit	Propaganda															
	CLASS 81				CLASS 82				CLASS 83				CLASS 84			
Activity				5/27				5/28				5/27				6/3
Warm-Up	Review list of 5 examples of propaganda gathered over the weekend.				Based upon what you learned in the last two classes, sketch your own piece of propaganda.				Prepare your desk for a pop quiz on propaganda.							
Objective (EQ)	How do you identify propaganda in our daily lives?				How do you create propaganda?				How do you identify propaganda types?							
Agenda	1. Under teacher-direction, students will share propaganda they discovered over the weekend. 2. Class will go to Career Center to select courses for next year.				1. Students will begin creating their own propaganda. 2. Class discussion re. creating propaganda. Focus on one type. 3 Students will turn their sketches into a magazine ad. 4. Announcement by teacher that next book summaries are due last class day in January.				1. Students will take pop quiz on propaganda types. 2. Students will demonstrate knowledge of propaganda by presenting projects. 3. Students not presenting will evaluate at least 20 other students.							
Materials	Propaganda worksheet				Blank 8.5 x 11 paper (copy paper).				1. Propaganda worksheet. 2. Peer evaluation sheets. 3. Student generated propaganda projects.							
Closure	Using the list created as homework, identify the type or types of propaganda used in each example.				Continue working on ad. Get ideas from other students to improve it.				Finalize peer evaluation sheets.							
Homework	None.				Create magazine ad on computer or by hand, or a video. Create it in poster size or as pdf. Prepare to present to class after break.				Finalize project if you have not presented.							
Common Core State Standards	10RI1, 10RI4, 10RI6, 10L3				10RI1, 10RI4, 10RI6, 10W9, 10L3				10RI1, 10RI4, 10RI6, 10W9, 10L3							