

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English

12

Unit	Novel Study															
	CLASS 37				CLASS 38				CLASS 39				CLASS 40			
Activity				1/5			W	1/6				1/11				1/12
Warm-Up	Read the handout on Teams regarding daily class expectations.				Write a short analysis as explained on the handout.				Write a list of at least five events that occurred in Chapters 1-4 of <i>Pride and Prejudice</i> .				Write a one-sentence summary for each of the first eight chapters in <i>Pride & Prejudice</i> .			
Objective (EQ)	What is expected of me this semester?				Who is Jane Austen?				What was it like to live in Jane Austen's England.				What is the author's purpose in <i>Pride and Prejudice</i> ?			
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 use analytical ability to determine the theme of <i>Pride and Prejudice</i> by Jane Austen. 2. Class discussion regarding the Romantic Era and Jane Austen, include dates, typical reading audience, and British society. 3. Review of student warm-up activity with emphasis on theme.				1. Students will summarize reading to date. 2. Brief discussion of Chapters 1-5. 3. Power point presentation of manners and etiquette with tie-in to book. 4. Discussion of other manners observed in first four chapters.				1. Students will review reading assignment. 2. Brief discussion of Novel Chapter Survey Worksheets. 3. Students will work in groups of five, each member of group working on a different chapter survey worksheet coordinated with other members.			
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. <i>Pride and Prejudice</i> First Sentence Exercise. 2. Student copies of <i>Pride and Prejudice</i> . https://www.fulltextarchive.com/pdfs/Pride-and-Prejudice.pdf				1. Student-copies of <i>Pride and Prejudice</i> by Jane Austen. 2. Manners power point.				1. Student-copies of <i>Pride and Prejudice</i> by Jane Austen. 2. Chapter survey worksheets.			
Closure	Do the worksheet on Apostrophes. Repeat until you achieve score of 18/20. https://chompchomp.com/hotpotatoes/apostrophes01.htm				Sustained silent reading.				Sustained silent reading.				Sustained silent reading.			
Homework	None.				Read through the end of chapter 5 of <i>Pride and Prejudice</i> .				Read through Chapter 12 in <i>Pride and Prejudice</i> by Jane Austen.				Read through Chapter 18 in <i>Pride and Prejudice</i> by Jane Austen.			
Common Core State Standards	None.				All reading of literature standards. Also 12W2a-f, 12W4, 12W5.				All reading of literature standards. Also 12W2a-f, 12W4, 12W5.				All reading of literature standards. Also 12W2a-f, 12W4, 12W5.			

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Unit	Novel Study															
	CLASS 41				CLASS 42				CLASS 43				CLASS 44			
Activity				1/15				1/19				1/22				1/25
Warm-Up	Complete the <i>Pride and Prejudice</i> character worksheet.				Write five questions that can be used on a test on the novel <i>Pride and Prejudice</i> by Jane Austen.				Write a list of the names of all the servants you've encountered in <i>Pride and Prejudice</i> .				Write two paragraphs comparing <i>Pride and Prejudice</i> with another story (novel or movie).			
Objective (EQ)	How do you differentiate the characters in <i>P&P</i> ?				What do you look for in a novel?				What does <i>Pride and Prejudice</i> tell us about the English class system?				What is the relevance of Jane Austen's <i>Pride & Prejudice</i> ?			
Agenda	<ol style="list-style-type: none"> Students will compare characters in <i>Pride and Prejudice</i>. Brief discussion of chapters 13-18. Exclamation of four-part project. Brief discussion of Freytag's Pyramid and other "mastery" assignments. 				<ol style="list-style-type: none"> Students will analyze text to determine what is and is not important. Brief discussion of chapters 19-27. Students will view "Manners" Power Point. 				<ol style="list-style-type: none"> Class discussion re. English class system. Class discussion: Students will identify three classes described in <i>Pride and Prejudice</i>, the name at least two others not mentioned in the book. 				<ol style="list-style-type: none"> Students will connect <i>Pride and Prejudice</i> with their own experience. Discussion of modern relevance of <i>Pride and Prejudice</i>. Emphasis on marriage/mating, other suggestions by students listed on board. Students will complete at <i>Pride and Prejudice</i> Vocabulary Worksheet. Sustained silent reading. 			
Materials	<ol style="list-style-type: none"> Student-copies of <i>Pride & Prejudice</i> by Jane Austen. Four-part project handout. <i>Pride and Prejudice</i> character worksheet. 				<ol style="list-style-type: none"> Student-copies of <i>Pride & Prejudice</i> by Jane Austen. "Manners" power point Four-part project handout. 				Student-copies of <i>Pride and Prejudice</i> by Jane Austen.				<ol style="list-style-type: none"> Student-copies of <i>Pride and Prejudice</i> by Jane Austen. <i>Pride and Prejudice</i> Vocabulary Worksheet. 			
Closure	Sustained silent reading.				Sustained silent reading or work on "mastery" and "understanding" assignments.				Students will continue reading or work on four-part projects.				Sustained silent reading or work on four-part project assignments.			
Homework	Read through Chapter 22 in <i>Pride and Prejudice</i> by Jane Austen. Begin work on four-part project.				Read through Chapter 35 in <i>Pride and Prejudice</i> by Jane Austen. Work on four-part project.				Read through Chapter 47 in <i>Pride and Prejudice</i> by Jane Austen. Work on four-part project.				Read through end of book. Finish four-part projects. Due 2/1/2021.			
Common Core State Standards	All reading of literature standards. Also 12W2a-f, 12W4, 12W5, 12W6.				All reading of literature standards. Also 12W2a-f, 12W4, 12W5, 12W6.				All reading of literature standards. Also 12W2a-f, 12W4, 12W5, 12W6.				All reading of literature standards. Also 12W2a-f, 12W4, 12W5, 12W6.			

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Dates adjusted due to snow days.

Unit	Debate															
	CLASS 45				CLASS 46				CLASS 47				CLASS 48			
Activity			W	2/3				2/4			W	2/9				2/10
Warm-Up	Review reading notes for <i>Pride and Prejudice</i> .				Students will write one paragraph describing what is necessary to win an argument, notwithstanding the correctness of their position.				Students will write a list of five reasons for and five reasons against school uniforms.				Write a paragraph arguing your element of the debate on school uniforms.			
Objective (EQ)	What do you know about <i>Pride and Prejudice</i> ?				What is debate?				How can you be both “pro” and “con”?				How do you create an argument for a debate?			
Agenda	Students will take a written exam on <i>Pride and Prejudice</i> by Jane Austen.				<ol style="list-style-type: none"> Students will access prior knowledge about argumentation. Introduction to unit: General discussion regarding debate and its practical uses in today’s society. Q&A regarding definition of debate. Students will share their paragraphs from the warm-up. Student volunteers will be selected to debate whether school should have open campus. Three volunteers per side. Teacher will provide general guidelines and explain pro and con. 				<ol style="list-style-type: none"> Students practice taking both sides of an argument. General discussion regarding debate process and procedures. Working in groups of three, students will organize a debate panel speaking for or against school uniforms as may be assigned by the teacher. Groups will assign various arguments to each debate team member. 				<ol style="list-style-type: none"> Students will prepare their argument for a mock debate. General discussion regarding debate process and procedures. Students will present mock debates. Q&A on effectiveness of various arguments. 			
Materials	<ol style="list-style-type: none"> Student-copies of <i>Pride and Prejudice</i> by Jane Austen. Constructive response exam on <i>P&P</i>. 				None.				None.				None.			
Closure	Submit exam responses.				Write a simple critique of the mock debate.				Write an outline of your portion of the argument.				Students will write a paragraph explaining how their team’s performance in the debate could have been better.			
Homework	Finish four-part projects.				None.				Conduct research and prepare your argument.				None.			
Common Core State Standards	All reading of literature standards. Also 12W2a-f, 12W4, 12W5, 12W6.				12SL1, 12SL3, 12SL4, 12SL6				12SL1, 12SL3, 12SL4, 12SL6				12SL1, 12SL3, 12SL4, 12SL6			

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Unit	Debate															
	CLASS 49				CLASS 50				CLASS 51				CLASS 52			
Activity				2/16			W	2/17				2/22				2/26
Warm-Up	Write a paragraph critiquing the mock debate from the day before.				Read the Modified Karl Popper Debate Format handout.				Share your annotated bibliography with members of your group.				Write a simple summary of your research using Annotated Bibliography as a guide.			
Objective (EQ)	How do you improve your debate technique?				How is a debate structured?				What is an annotated bibliography?				How do you prepare for your debate?			
Agenda	<ol style="list-style-type: none"> Students will critique debates from day before. Students who did not present debate will do so now. Using Q&A, teacher will develop a list of ten controversial topics for future debates and write them on the board. Students will be divided into ten debate teams and be assigned topics. Teacher will explain research requirement. Three sources required. 				<ol style="list-style-type: none"> Students will become familiar with the Karl Popper debate format. Teacher will review the Modified Karl Popper Debate Format handout with students. Selected students will “dry run” a debate using format using simple resolution and shortened speaking times. (Maybe twice). Teacher will review roles in debate format and re-define research requirements with emphasis on collecting citations. Students will work in groups and assign roles. 				<ol style="list-style-type: none"> Students monitor each group member’s research progress. Teacher re-teach annotated bibliography process with explanation for how to use it in debate process with reference to handout. Review of Modified Karl Popper Debate Format with another “dry run” debate. 				<ol style="list-style-type: none"> Students will summarize their research. Quick review of annotated bibliography process. Review of Modified Karl Popper Debate Format with another “dry run” debate. 			
Materials	Debate team sign-up sheet.				Modified Karl Popper Debate Format.				<ol style="list-style-type: none"> Annotated Bibliography handout. Modified Karl Popper Debate Format. 				<ol style="list-style-type: none"> Annotated Bibliography handout. Modified Karl Popper Debate Format. 			
Closure	Work with your group and plan debate, dividing argument into three parts. Determine what research is necessary.				Each group will provide a list of student roles to teacher and identify their topic and side.				Students will work in groups to plan debate.				Students will work in groups to plan debate.			
Homework	Conduct research.				Conduct research and create annotated bibliography.				Conduct research and create annotated bibliography.				Conduct research and create annotated bibliography.			
Common Core State Standards	12SL1, 12SL3, 12SL4, 12SL6, 12W7, 12W8				12SL1, 12SL3, 12SL4, 12SL6, 12W7, 12W8				12SL1, 12SL3, 12SL4, 12SL6, 12W7, 12W8				12SL1, 12SL3, 12SL4, 12SL6, 12W7, 12W8			

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Unit	Debate															
	CLASS 53				CLASS 54				CLASS 55				CLASS 56			
Activity				3/1				3/4				3/5			W	3/10
Warm-Up	Write a paragraph summarizing the opposition to your debate argument.				Familiarize yourself with the debate scorecards.				Write a paragraph explaining what worked well in the last debate.				Write a paragraph explaining what worked well in the last debate.			
Objective (EQ)	How do you prepare for your debate?				How do you score debates?				Debate!				Debate!			
Agenda	1. Students will consider opposition's arguments. 2. Instructions on how to practice debates. 3. Students will work in their groups to practice debates, taking turns acting as opposite team members. 4. Teacher instructions re. converting annotated bibliographies into note cards. 5. Instructions regarding missing team members.				1. Students will become familiar with the scorecard used to score debates. 2. Teacher will explain debate scoring. 3. Reminder of debate format. 4. Selected debate teams will take their places and will conduct a debate. 5. Teacher will review of debate scorecard and students will complete scorecards.				1. Students will evaluate positive aspects of debate from other day. 2. Review of debate scorecards. 3. Selected debate teams will take their places and will conduct a debate. 4. Teacher will review of debate scorecard and students will complete scorecards.				1. Students will evaluate positive aspects of debate from other day. 2. Review of debate scorecards. 3. Selected debate teams will take their places and will conduct a debate. Class will attempt two debates today. 4. Teacher will review of debate scorecard and students will complete scorecards.			
Materials	1. Annotated Bibliography handout. 2. Modified Karl Popper Debate Format.				1. Modified Karl Popper Debate Format. 2. Debate scorecards.				1. Modified Karl Popper Debate Format. 2. Debate scorecards.				1. Modified Karl Popper Debate Format. 2. Debate scorecards.			
Closure	Students will work in groups to plan debate to tweak arguments.				Write the analysis portion on the scorecard for the last debate.				Write the analysis portion on the scorecard for the last debate.				Write the analysis portion on the scorecard for the last debate.			
Homework	Conduct research.				Prepare for your team's debate.				Prepare for your team's debate.				Prepare for your team's debate.			
Common Core State Standards	12SL1, 12SL3, 12SL4, 12SL6, 12W7, 12W8				12SL1, 12SL3, 12SL4, 12SL6, 12W7, 12W8				12SL1, 12SL3, 12SL4, 12SL6, 12W7, 12W8				12SL1, 12SL3, 12SL4, 12SL6, 12W7, 12W8			

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Unit	Academic Reading															
	CLASS 57				CLASS 58				CLASS 59				CLASS 60			
Activity				3/11				3/30				3/31				4/5
Warm-Up	Silently read the essay “A Scrap of Curious History.” Identify difficult passages.				Silently read the essay “There’s More to Life than Being Happy.”				Read the “Untitled” poem on the handout and write a paragraph explaining its meaning.				Read the “Untitled” poem on the handout and write a paragraph explaining its meaning.			
Objective (EQ)	What is academic reading?				How do you understand things that are difficult to read?				What is poetry?				What is poetry?			
Agenda	<ol style="list-style-type: none"> Students will read article. Class discussion about academic reading. Instructions regarding academic reading groups and explanation of worksheet. Students will work in groups of 3-4 and complete academic reading worksheet with warm-up article. Groups will share results with class with review by teacher. 				<ol style="list-style-type: none"> Students will read essay. Review of academic reading methods and instructions regarding groups and worksheet. Students will work in <u>pairs</u> to complete academic reading worksheet. Groups will share results with class with review by teacher. 				<ol style="list-style-type: none"> Students will demonstrate their ability to analyze and write about poetry. Class discussion regarding the nature of poetry, types of poetry, and purpose of poetry. Teacher will conduct Q&A to assess students’ current knowledge level. Students will read “Rime of the Ancient Mariner” on p. 581 of textbook followed by whole group discussion with literary aspects of a ballad, allusions, and poet’s purpose. 				<ol style="list-style-type: none"> Students will demonstrate their ability to analyze and write about poetry. Class discussion regarding the nature of poetry, types of poetry, and purpose of poetry. Teacher will conduct Q&A to assess students’ current knowledge level. Students will read “Rime of the Ancient Mariner” on p. 581 of textbook followed by whole group discussion with literary aspects of a ballad, allusions, and poet’s purpose. 			
Materials	<ol style="list-style-type: none"> Copies of article “A Scrap of Curious History” by Mark Twain. Academic Reading worksheet. 				<ol style="list-style-type: none"> Copies of article “There’s More to Life than Being Happy” by Emily Esfahani Smith. Academic Reading worksheet. 				<ol style="list-style-type: none"> Selected Poetry handout Textbook page 581. 				<ol style="list-style-type: none"> Selected Poetry handout Textbook page 581. 			
Closure	Write a paragraph explaining whether you derived more from the reading using worksheet than if you had read it alone.				Write two paragraphs giving examples from your own life that support the premise in the article we read today.				Write a two-paragraph essay comparing the “Rime of the Ancient Mariner” with another story in any other medium.				Write a two-paragraph essay comparing the “Rime of the Ancient Mariner” with another story in any other medium.			
Homework	None				None.				None.				None.			
Common Core State Standards	12RI1, 12RI2, 12RI4, 12RI6				12RI1, 12RI2, 12RI4, 12RI6				12RL1, 12RL2, 12RL4.				12RL1, 12RL2, 12RL4.			

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Unit	Poetry															
	CLASS 61				CLASS 62				CLASS 63				CLASS 64			
Activity				4/6				4/9				4/12				4/15
Warm-Up	Write a paragraph using the image of a tree limb, a cactus, or a rock to convey the feeling of loneliness.				Read “The Red Wheel Barrow” on the board. Be ready to discuss.				Take the poetry quiz.				Create a metaphor for each of the following: classroom, student, book, lunch, friend.			
Objective (EQ)	What are tanka and haiku?				What is free verse?				How do you analyze poetry?				How do you create metaphors?			
Agenda	<ol style="list-style-type: none"> Students will use imagery to imply emotion. Discussion of Japanese verse forms tanka and Haiku with emphasis on nature and meaning. Also format (5-7-5) and 7-5-7-5-7). Class will read the five tankas on page 569 and discuss. Class discussion of haiku with reading of the five haikus on p. 571. Notice emphasis on nature. 				<ol style="list-style-type: none"> Students will analyze an example of free verse. Class discussion of free verse and purpose. Class discussion regarding “The Red Wheel Barrow.” What does the poem mean? What are the secret meanings. 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. 				<ol style="list-style-type: none"> Students will be assessed on their knowledge of poetry to date. Class discussion regarding explication of poetry. Explanation of explication assignment. Students will write a 5-paragraph essay explaining the use of figurative language, tone, and hidden meaning. 				<ol style="list-style-type: none"> Students will use prior knowledge to create metaphors. Selected students will share their metaphors. Discussion of metaphors to ensure understanding. Student explanation of metaphor graphic organizer. Students will re-create metaphors using graphic organizer; pair-share activity. Explanation of free-verse poetry project (80 words). Reminder book summaries are in four weeks (Feb. 27) 			
Materials	Textbook pages 569 and 571.				Poetry handout.				<ol style="list-style-type: none"> Poetry Test for Grade 12. Students’ selected poem. Poetry handout. 				Metaphor graphic organizer			
Closure	Write a tanka and a haiku.				Write one paragraph describing the hidden meaning in each of three selected examples of free verse.				Begin writing essay.				Begin writing free-verse poem of at least 80 words.			
Homework	Rewrite your tanka and haiku.				Find a free verse poem that you like of at least 10 lines and bring it to class.				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.			
Common Core State Standards	12RL1, 12RL2, 12RL4, 12W3d.				12RL1, 12RL2, 12RL4, 12W3d.				10RL1, 10RL2, 10RL4, 10W4, 10W5				12RL1, 12RL2, 12RL4, 12W3d.			

Unit	Poetry															
	CLASS 65				CLASS 66				CLASS 67				CLASS 68			
Activity				4/16			W	4/21				4/22				4/27
Warm-Up	Write two paragraphs explaining what is wrong with the poem on handout.				Write two paragraphs explicating your free-verse poem.				Rewrite the sentences on the handout.				Write a paragraph describing what you know about William Shakespeare.			
Objective (EQ)	What is a poetry workshop?				How do poetry workshops improve poems?				How do improve the quality of your prose?				Why do we study William Shakespeare?			
Agenda	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.				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.				1. Students will use knowledge of poetry to create better prose. 2. Class discussion regarding implementing poetic techniques to improve prose. 3. Class will rewrite a poorly written essay using poetic techniques to improve it.				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 go to library to begin work on web quest. Students may work in pairs.			
Materials	1. Bad poem handout. 2. Student-produced free-verse poems.				Student-produced free-verse poems.				Example bad essay handout with prompt.				1. Shakespeare power point. 2. Shakespeare web quest. 3. Library computers.			
Closure	Rewrite/revise poem.				Rewrite/revise poem.				Continue rewriting essay. Make it yours.				Students will continue working on web quest.			
Homework	Rewrite your free-verse poem.				Finalize poem—due April 21.				Finish writing essay. Revise and edit as necessary. Use spell check. Read it out loud.				None.			
Common Core State Standards	12RL1, 12RL2, 12RL4, 12W3d.				12RL1, 12RL2, 12RL4, 12W3d.				12RL1, 12RL2, 12RL4, 12W4, 12W5				12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6			

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Unit	<i>Othello</i>															
	CLASS 69				CLASS 70				CLASS 71				CLASS 72			
Activity				4/28				5/3				5/4				5/7
Warm-Up	Review the Web Quest handout section on annotated bibliographies.				Review results from Web Quest.				Write a paragraph explaining why you think Shakespeare is important today.				Write one sentence describing the most significant thing you learned about Shakespeare yesterday.			
Objective (EQ)	How do you create an annotated bibliography?				How do you create an annotated bibliography?				Why do we study Shakespeare?				Why is <i>Othello</i> such an important play?			
Agenda	1. Students will familiarize themselves with annotated bibliographies. 2. Teacher discussion of annotated bibliographies. 3. Teacher instruction on using citation builder (https://www.mybib.com/tools/mla-citation-generator). 4. Students will report to computer lab in room 201 where teacher will demonstrate creating annotated bibliography. 5. Students will create ten annotated bibliography entries.				1. Students will review prior research results. 2. Teacher will demonstrate creating annotated bibliography. 3. Students will create ten annotated bibliography entries.				1. Warm-up activity to access prior knowledge re. Shakespeare. 2. Class will visit library to check out copies of <i>Othello</i> . 3. Class discussion regarding William Shakespeare, including his biography, politics, and a review of his plays. Simultaneous with Power Point presentation.				1. Warm-up activity to access prior knowledge of Shakespeare. 2. Class discussion regarding Shakespeare's use of five acts and plotline. 3. Class review of <i>Othello</i> , Act I, Scene 1. 4. Class discussion regarding <i>Othello</i> Act 1, scene 1 followed by class reading of Scene 2. 5. Discussion of <i>Othello</i> projects.			
Materials	Annotated bibliography handout.				Annotated bibliography handout.				1. Individual copies of <i>Othello</i> 2. Shakespeare Power Point Presentation				1. Individual copies of <i>Othello</i> 2. Copies of <i>Othello</i> project requirements.			
Closure	Save your work and email it to yourself.				Finalize annotated bibliography. Make sure it is properly formatted. Save it and print it. Turn it in.				Read <i>Othello</i> Act I, Scene 1				Continue reading <i>Othello</i> . Students should begin Act II.			
Homework	None.				Finish annotated bibliography if not already done.				Finish reading <i>Othello</i> Act I				Finish reading <i>Othello</i> Act II			
Common Core State Standards	12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6				10W1, 10W2, 10W4, 10W5, 10W6, 10W7, 10L1-2				12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6				12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6			

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Unit	<i>Othello</i>															
	CLASS 73				CLASS 74				CLASS 75				CLASS 76			
Activity				5/10				5/13				5/14			W	5/19
Warm-Up	Write a one-paragraph summary of <i>Othello</i> Act II.				Write one paragraph explaining the theme in <i>Othello</i> .				Write a short essay explaining at least three themes in <i>Othello</i> .				Prepare your desk for the <i>Othello</i> Examination			
Objective (EQ)	How does Shakespeare create exposition in his plays?				How do you analyze theme in Shakespeare's <i>Othello</i> ?				Why is <i>Othello</i> relevant today?				What do we know about <i>Othello</i> ?			
Agenda	1. Warm-up activity to access prior knowledge of Shakespeare. 2. Class discussion regarding <i>Othello</i> Acts 2 and 3. 3. Class reading of <i>Othello</i> Act III with discussion. 4. Further discussion of <i>Othello</i> projects.				1. Warm-up activity to access prior knowledge of Shakespeare. 2. Class discussion regarding <i>Othello</i> Acts 4 & 5. 3. Class reading of <i>Othello</i> Act IV with discussion. 4. Class discussion regarding <i>Othello</i> Acts 4 and 5. Project sign-ups.				1. Warm-up activity to access prior knowledge of Shakespeare and to analyze relevance. 2. Class discussion regarding <i>Othello</i> as a whole. Review for test. 3. Students will work on projects in Career Center.				1. Students will take the <i>Othello</i> test. 2. Students will take the quiz associated with their video projects. 3. Students will work on projects.			
Materials	1. Individual copies of <i>Othello</i> 2. Copies of <i>Othello</i> project requirements.				1. Individual copies of <i>Othello</i> 2. <i>Othello</i> project sign-up sheets.				1. Individual copies of <i>Othello</i> 2. Copies of <i>Othello</i> project requirements. 3. Career Center computers.				<i>Othello</i> test.			
Closure	Continue reading <i>Othello</i> . Students should begin Act III.				Continue reading <i>Othello</i> . Students should begin Act IV.				Work on project.				Work on project.			
Homework	Finish reading <i>Othello</i> Act III				1. Finish reading <i>Othello</i> Acts IV and V. 2. Work on projects.				Study <i>Othello</i> for test and work on project.				Work on project.			
Common Core State Standards	12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6				12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6				12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6				12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6			

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English



Unit	<i>Othello</i>															
	CLASS 77				CLASS 78				CLASS 79				CLASS 80			
Activity				5/20				5/25				5/26				
Warm-Up	Prepare your group's project for presentation.				Prepare your group's project for presentation.				Prepare your group's project for presentation.							
Objective (EQ)	What do we know about <i>Othello</i> ?				What do we know about <i>Othello</i> ?				What do we know about <i>Othello</i> ?							
Agenda	1. Students will present <i>Othello</i> projects. 2. Groups will respond to questions from teacher and other students regarding their videos.				1. Students will present <i>Othello</i> projects. 2. Groups will respond to questions from teacher and other students regarding their videos.				1. Students will present <i>Othello</i> projects. 2. Groups will respond to questions from teacher and other students regarding their videos.							
Materials	1. Student-produced <i>Othello</i> projects. 2. Peer Evaluation Sheets				1. Student-produced <i>Othello</i> projects. 2. Peer Evaluation Sheets				1. Student-produced <i>Othello</i> projects. 2. Peer Evaluation Sheets							
Closure	Complete peer evaluation sheets.				Complete peer evaluation sheets.				Complete peer evaluation sheets.							
Homework	Work on project.				Work on project.				None.							
Common Core State Standards	12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6				12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6				12RL1, 12RL2, 12RL3, 12RL4, 12RL5, 12RL6, 12RL10, 12W1, 12W2, 12W4, 12W6							