

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English (2022-2023)



Unit	Rhetoric															
	CLASS 41				CLASS 42				CLASS 43				CLASS 44			
Activity			W	1/11				1/13			W	1/18				1/20
Warm-Up	Look up the definition of rhetoric, then write a paragraph explaining why it is important to learn it.				Write a simple explanation of the differences between the speeches of Brutus and Marc Antony.				Read the “I Have a Dream” speech.				Read the short story “Hills Like White Elephants” by Ernest Hemingway.			
Objective (EQ)	What is rhetoric?				What are some of the basic principles of rhetoric?				What are the basic elements of an effective speech?				How does rhetoric change the value of prose?			
Agenda	<ol style="list-style-type: none"> Students will refine their definition of rhetoric. Selected students will share explanations with class. Class discussion regarding rhetoric and its uses. Working in groups, class will discuss Gettysburg Address and consider reasons why it is such a powerful and famous speech. Groups will produce a written explanation for the Gettysburg Address. 				<ol style="list-style-type: none"> Students will attempt to distinguish the rhetorical themes of the two Shakespeare speeches. Class discussion of rhetorical appeals: logos, pathos, and ethos. Review of speeches from Shakespeare’s <i>Julius Caesar</i>. Students will identify which speech is based upon pathos and which is based on logos. Students will review and familiarize themselves with the “Handbook of Rhetorical Devices.” 				<ol style="list-style-type: none"> Student review and group discussion of “I Have a Dream” speech. Class review of “I Have a Dream” speech with emphasis on rhetorical devices learned in class. Comparison of “I Have a Dream” speech to Gettysburg Address and Shakespeare speeches. Class discussion of understatement, parallelism, antithesis, and epistrophe. 				<ol style="list-style-type: none"> Reading of short story. Class discussion regarding antithesis and understatement in the short story. Students will answer the two questions at the end of the story. Working in groups of four, students will create a short speech of approximately two-minutes advocating for a change in school policy while using rhetorical devices already learned. 			
Materials	Selected Speeches handout.				<ol style="list-style-type: none"> Selected Speeches handout. “Handbook of Rhetorical Devices” Rhetorical Worksheet #1. 				<ol style="list-style-type: none"> Selected Speeches handout. “Handbook of Rhetorical Devices.” Rhetorical Worksheet #2. 				<ol style="list-style-type: none"> Copy of short story “Hills Like White Elephants” by Ernest Hemingway with questions. “Handbook of Rhetorical Devices.” Rhetorical Worksheet #1. 			
Closure	Selected students will read their groups explanation.				Complete Rhetorical Worksheet #1.				Complete Rhetorical Worksheet #2.				Complete Rhetorical Worksheet #3.			
Homework	Read the two speeches from William Shakespeare’s <i>Julius Caesar</i> . Be ready to discuss the differences.				Finish writing sample sentences.				Finish writing sample sentences.				Finish writing sample sentences.			
Common Core State Standards	12RL4, 12RI4, 12RI5, 12RI6, 12RI8, 12W3c-d, 12W5, 12SL3, 12SL6				12RL4, 12RI4, 12RI5, 12RI6, 12RI8, 12W3c-d, 12W5, 12SL3, 12SL6				12RL4, 12RI4, 12RI5, 12RI6, 12RI8, 12W3c-d, 12W5, 12SL3, 12SL6				12RL4, 12RI4, 12RI5, 12RI6, 12RI8, 12W3c-d, 12W5, 12SL3, 12SL6			

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Unit	Rhetoric / Research															
	CLASS 45		CLASS 46		CLASS 47		CLASS 48									
Activity				1/24				1/30			W	2/1				
Warm-Up	Identify the rhetorical devices on the poem on handout. Use your handbook for clues.				Write a paragraph explaining the importance of being able to write essays well as described below in Agenda.				Prepare to take the Rhetoric Quiz.				Review the handout describing the research paper project. Be ready to ask questions.			
Objective (EQ)	How does alliteration and metaphor effect meaning?				What are some of the basic principles of rhetoric?				How do you assess your knowledge of rhetoric?				How do you use rhetoric in academic writing?			
Agenda	1. Students will analyze “You Asked” for rhetoric. 2. Class discussion regarding rhetorical devices in poem. 3. Class discussion of hyperbole, oxymoron, epithet and onomatopoeia. 5. Individual students will give examples of other rhetorical devices.				1. Students will write a paragraph explaining the importance of being able to write essays will. The first sentence will be a hypophora. The second sentence use anaphora. The third sentence will use amplification and hyperbole. The fourth sentence will use an analogy. The last sentence will use parallelism. Assume there are four more paragraphs yet to be written. 2. Discussion regarding paragraph in progress. 3. Students may assist each other.				1. Students will take the Rhetoric Test. 2. Students will choose a topic of major world importance and isolate one aspect of that topic as a “fixable” issue. 3. Class discussion regarding selection of topics and limitations.				1. Students will use prior knowledge to analyze rhetorical differences in two speeches. 2. Class discussion regarding research paper project. Students will conduct research (review of the literature) to compare what experts say about their selected topics. 3. Students work on research papers on laptops.			
Materials	1. “Handbook of Rhetorical Devices.” 2. Rhetorical Worksheet #4. 3. Copies of “You Asked.”				“Handbook of Rhetorical Devices.”				Rhetoric Test.				1. Research paper guidelines. 2. Research source guide. 3. Laptop cart.			
Closure	Complete Rhetorical Worksheet #4.				Peer-review each other’s paragraph.				Write a paragraph on proposed topic. Have it approved by the teacher.				Show research notes to teacher.			
Homework	None.				Rewrite paragraph.				None				Work on research paper. Due April 14, 2014			
Common Core State Standards	12RL4, 12RI4, 12RI5, 12RI6, 12RI8, 12W3c-d, 12W5, 12SL3, 12SL6				12RL4, 12RI4, 12RI5, 12RI6, 12RI8, 12W3c-d, 12W5, 12SL3, 12SL6				12RL4, 12RI4, 12RI5, 12RI6, 12RI8, 12W3c-d, 12W5, 12SL3, 12SL6				12RL4, 12RI4, 12RI5, 12RI6, 12RI8, 12W3c-d, 12W5, 12W6, 12SL3, 12SL6, 12W7			

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Unit	Research / Debate				CLASS 49	CLASS 50	CLASS 51	CLASS 52							
				2/3								2/7			
Activity	Review the research paper conventions guideline. Be ready to ask questions.				Discuss the progress of your research paper with your partner and share advice.	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.								
Objective (EQ)	How do you format a research paper?				How do you create a research paper?	What is debate?	How can you be both “pro” and “con”?								
Agenda	<ol style="list-style-type: none"> 1. Review research paper conventions guidelines. 2. Teacher discussion of research paper conventions. 3. Students will report to computer lab in room 201. 4. Teacher demonstration on resetting Word defaults and creating citations using https://www.scribbr.com/citation/generator/. 5. Students will begin creating Works Cited page. 6. Students will continue conducting research and writing research paper. 				<ol style="list-style-type: none"> 1. Peer review of research progress. 2. Teacher Q&A of students’ research progress with suggestions for completion. 3. Students will report to computer lab in room 201. 3. Students will finish writing their research papers while teacher spot checks for proper citations. 	<ol style="list-style-type: none"> 1. Students will access prior knowledge about argumentation. 2. Introduction to unit: General discussion regarding debate and its practical uses in today’s society. Q&A regarding definition of debate. 3. Students will share their paragraphs from the warm-up. 3. 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"> 1. Students practice taking both sides of an argument. 2. General discussion regarding debate process and procedures. 3. 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. 								
Materials	<ol style="list-style-type: none"> 1. Research paper guidelines. 2. Research paper conventions guideline. 2. Research source guide. 3. Laptop cart. 				<ol style="list-style-type: none"> 1. Research paper guidelines. 2. Research paper conventions guideline. 2. Research source guide. 3. Laptop cart. 	None.	None.								
Closure	Students will save their work and email it to themselves.				Students will save their work and email it to themselves.	Students will write one paragraph explaining why they will deserve a good grade for their recent research paper.	Each member of each group will write an outline of that student’s portion of the argument.								
Homework	Continue research and writing.				Continue research and finish writing paper. Due 4/14/2016.	None.	Conduct research and prepare your argument.								
Common Core State Standards	12W4-8				12W4-8	12SL1, 12SL3, 12SL4, 12SL6	12SL1, 12SL3, 12SL4, 12SL6								

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Unit	Debate															
	CLASS 53				CLASS 54				CLASS 55				CLASS 56			
Activity			W	2/15				2/17				2/22				2/24
Warm-Up	Write a paragraph arguing your element of the debate on school uniforms.				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.			
Objective (EQ)	How do you create an argument for a debate?				How do you improve your debate technique?				How is a debate structured?				What is an annotated bibliography?			
Agenda	1. Students will prepare their argument for a mock debate. 2. General discussion regarding debate process and procedures. 3. Students will present mock debates. 4. Q&A on effectiveness of various arguments. .				1. Students will critique debates from day before. 2. Students who did not present debate will do so now. 3. Using Q&A, teacher will develop a list of ten controversial topics for future debates and write them on the board. 4. Students will be divided into ten debate teams and be assigned topics. 5. Teacher will explain research requirement. Three sources required.				1. Students will become familiar with the Karl Popper debate format. 2. Teacher will review the Modified Karl Popper Debate Format handout with students. 3. Selected students will “dry run” a debate using format using simple resolution and shortened speaking times. (Maybe twice). 3. Teacher will review roles in debate format and re-define research requirements with emphasis on collecting citations. 4. Students will work in groups and assign roles.				1. Students monitor each group member’s research progress. 2. Teacher re-teach annotated bibliography process with explanation for how to use it in debate process with reference to handout. 3. Review of Modified Karl Popper Debate Format with another “dry run” debate.			
Materials	None.				Debate team sign-up sheet.				Modified Karl Popper Debate Format.				1. Annotated Bibliography handout. 2. Modified Karl Popper Debate Format.			
Closure	Students will write a paragraph explaining how their team’s performance in the debate could have been better.				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.			
Homework	None.				Conduct research.				Conduct research and create annotated bibliography.				Conduct research and create annotated bibliography.			
Common Core State Standards	12SL1, 12SL3, 12SL4, 12SL6				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 57		CLASS 58		CLASS 59		CLASS 60									
Activity				2/28				3/2				3/6				3/9
Warm-Up	Write a simple summary of your research using Annotated Bibliography as a guide.				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.			
Objective (EQ)	How do you prepare for your debate?				How do you prepare for your debate?				How do you score debates?				Debate!			
Agenda	<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. 				<ol style="list-style-type: none"> Students will consider opposition’s arguments. Instructions on how to practice debates. Students will work in their groups to practice debates, taking turns acting as opposite team members. Teacher instructions re. converting annotated bibliographies into note cards. Instructions regarding missing team members. 				<ol style="list-style-type: none"> Students will become familiar with the scorecard used to score debates. Teacher will explain debate scoring. Reminder of debate format. Selected debate teams will take their places and will conduct a debate. Teacher will review of debate scorecard and students will complete scorecards. 				<ol style="list-style-type: none"> Students will evaluate positive aspects of debate from other day. Review of debate scorecards. Selected debate teams will take their places and will conduct a debate. Teacher will review of debate scorecard and students will complete scorecards. 			
Materials	<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. 				<ol style="list-style-type: none"> Modified Karl Popper Debate Format. Debate scorecards. 				<ol style="list-style-type: none"> Modified Karl Popper Debate Format. Debate scorecards. 			
Closure	Students will work in groups to plan debate.				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.			
Homework	Conduct research and create annotated bibliography.				Conduct research.				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			
Unit	Academic Reading															

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	CLASS 61				CLASS 62				CLASS 63				CLASS 64			
Activity				3/14				3/16			C	3/17				4/4
Warm-Up	Write a paragraph explaining what worked well in the last debate.				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.			
Objective (EQ)	Debate!				What is academic reading?				How do you understand things that are difficult to read?				What is poetry?			
Agenda	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.				1. Students will read article. 2. Class discussion about academic reading. 3. Instructions regarding academic reading groups and explanation of worksheet. 4. Students will work in groups of 3-4 and complete academic reading worksheet with warm-up article. 5. Groups will share results with class with review by teacher.				1. Students will read essay. 2. Review of academic reading methods and instructions regarding groups and worksheet. 5. Students will work in <u>pairs</u> to complete academic reading worksheet. 5. Groups will share results with class with review by teacher.				1. Students will demonstrate their ability to analyze and write about poetry. 2. 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. 3. 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	1. Modified Karl Popper Debate Format. 2. Debate scorecards.				1. Copies of article “A Scrap of Curious History” by Mark Twain. 2. Academic Reading worksheet.				1. Copies of article “There’s More to Life than Being Happy” by Emily Esfahani Smith. 2. Academic Reading worksheet.				1. Selected Poetry handout 2. Textbook page 581.			
Closure	Write the analysis portion on the scorecard for the last debate.				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.			
Homework	Prepare for your team’s debate.				None				None.				None.			
Common Core State Standards	12SL1, 12SL3, 12SL4, 12SL6, 12W7, 12W8				12RI1, 12RI2, 12RI4, 12RI6				12RI1, 12RI2, 12RI4, 12RI6				12RL1, 12RL2, 12RL4.			

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Unit	Poetry															
	CLASS 65				CLASS 66				CLASS 67				CLASS 68			
Activity			4/6				4/10			W	4/12				4/14	
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	1. Students will use imagery to imply emotion. 2. 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). 3. Class will read the five tankas on page 569 and discuss. 4. Class discussion of haiku with reading of the five haikus on p. 571. Notice emphasis on nature.			1. Students will analyze an example of free verse. 2. Class discussion of free verse and purpose. 3. Class discussion regarding “The Red Wheel Barrow.” What does the poem mean? What are the secret meanings. 3. 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.				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 write a 5-paragraph essay explaining the use of figurative language, tone, and hidden meaning.				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).				
Materials	Textbook pages 569 and 571.			Poetry handout.				1. Poetry Test for Grade 12. 2. Students’ selected poem. 3. 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.				

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Unit	Poetry														
	CLASS 69		CLASS 70		CLASS 71		CLASS 72								
Activity			4/18				4/20				4/24			W	4/26
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 work on Shakespeare web quest using laptops.					
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. Laptop cart.					
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 73				CLASS 74				CLASS 75				CLASS 76			
Activity				4/28				5/2				5/4				5/8
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 (lib.ncsu.edu/citationbuilder). 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	1. Laptop cart. 2. Annotated bibliography handout.				1. Laptop cart. 2. 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 77				CLASS 78				CLASS 79				CLASS 80			
Activity			W	5/10				5/12				5/16				5/18
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	<ol style="list-style-type: none"> 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. 				<ol style="list-style-type: none"> 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. 				<ol style="list-style-type: none"> 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 with laptops. 				<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Individual copies of <i>Othello</i> 2. Copies of <i>Othello</i> project requirements. 				<ol style="list-style-type: none"> 1. Individual copies of <i>Othello</i> 2. <i>Othello</i> project sign-up sheets. 				<ol style="list-style-type: none"> 1. Individual copies of <i>Othello</i> 2. Copies of <i>Othello</i> project requirements. 3. Laptop cart. 				<ol style="list-style-type: none"> 1. <i>Othello</i> test. 2. Laptop cart. 			
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				<ol style="list-style-type: none"> 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 (2022-2023)



Unit	<i>Othello</i>															
	CLASS 81				CLASS 82				CLASS 83				CLASS 84			
Activity				5/22			W	5/24				5/26				5/31
Warm-Up	Prepare your group's project for presentation.				Prepare your group's project for presentation.				Prepare your group's project for presentation.				Review list of missing assignments. NOTE: This day may be used for make-up work day.			
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> ?				How do you improve your grade?			
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.				1. Students will review missing assignments or poor essay grades. 2. Students will work on missing assignments or rewrite essays with poor grades.			
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				Missing assignment lists.			
Closure	Complete peer evaluation sheets.				Complete peer evaluation sheets.				Complete peer evaluation sheets.				Make plan with teacher for turning in missing assignments.			
Homework	Work on project.				Work on project.				None.				Continue working on missing assignments or essay rewrites.			
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				All CCSS to date.			

DAILY LESSON PLANS—Dr. Nohrden—12th Grade English (2022-2023)



Unit	<i>Finals</i>															
	CLASS 81				CLASS 82				CLASS 83				CLASS 84			
Activity				6/2				6/6				6/8			6/9	6/10
Warm-Up	Write a list of things you need to study for the Final Exam.				Write a list of things you need to study for the Final Exam.				Write a list of things you need to study for the Final Exam.				FINAL EXAM			
Objective (EQ)	How do you prepare for a final exam?				How do you prepare for a final exam?				How do you prepare for a final exam?				FINAL EXAM			
Agenda	1. Students will self-assess what they need to do to get ready for a final exam. 2. Review of fundamental ideas taught during the second semester (English 8). 3. Work on missing assignments.				1. Students will self-assess what they need to do to get ready for a final exam. 2. Review of fundamental ideas taught during the second semester (English 8). 3. Work on missing assignments.				1. Students will self-assess what they need to do to get ready for a final exam. 2. Review of fundamental ideas taught during the second semester (English 8). 3. Work on missing assignments or study.				FINAL EXAM			
Materials	None				None				None				FINAL EXAM			
Closure	Write a plan for preparing for Final Exams.				Write a plan for preparing for Final Exams.				Write a plan for preparing for Final Exams.				FINAL EXAM			
Homework	Study!				Study!				Study!				FINAL EXAM			
Common Core State Standards	All CCSS to date.				All CCSS to date.				All CCSS to date.				All CCSS to date.			