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| **Lesson Title: A Date Which Will Live in Infamy**  (Day 1) | |
| **Date Taught on** | Monday, October 14, 2013 |
| **Grade Level/Subject** | 11-12th grade American Literature |
| **Common Core/Georgia Performance Standards** | **ELACC11-12RI6:** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  **ELACC11-12RI4:** Determine the meaning of words and phrases as they are used in a text,  including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| **Length of Lesson** | 1st period, 50 minutes |
| **Lesson Objectives** | * Students will be able to apply meaning of vocabulary words in text furthering their understanding of how the author uses the words. * Students will be able to identify the purpose of the text as well as infer meaning from the author’s point of view. * Students will be able to identify cause and effect, drawing conclusions based on the author’s argument. |
| **Essential Question(s)** | What conclusions are you able to draw from the author’s speech through his use of words? Why would any country want to go to war? |
| **Materials, Resources, Technology Needed** | American Literature textbook, Index Cards, Pencils |
| **Instructional Strategies** | Whole Class Instruction and Independent work |
| **New Vocabulary** | Infamy, Solicitation, Offensive, Onslaught, Premeditated, Treachery, Unbounding, Inevitable |
| **Introduction (Opening Activator)** | 1. Student teacher will share with students’ plans for the lesson today. 2. Students will be asked to reflect upon a time when they had to deliver bad news to someone. Each student will share with the entire class their concerns, emotions, and how they prepared themselves for the task. The student teacher will write the students answers on the board. (refer to Reader’s Context) |
| **Teaching Procedures/Guided Practice** | 1. Students will create Vocabulary Cards and each word will be defined and discussed in detail. 2. The Student teacher will set the scene/purpose by providing historical content about the selection as well as a biography of the author. (Refer to Before Reading in the text) 3. Student teacher will select several students to sit as Congress, other students will be American citizens, and one student at the center will be assigned the task of reading the speech. |
| **Closure and/or Summarizing Strategies** | 1. After reading the selection, the entire class will summarize the selection. Each student will provide an answer. |
| **Differentiation** | * Student teacher will focus students on vocabulary words as used in text. * Student teacher will provide more direction and prompting to students with MID/MOD or those who appear to lack understanding. |
| **Formative Assessment** | The student teacher will assess each students understanding of the text based on their individual responses to the questions posed. |

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| **Lesson Title: A Date Which Will Live in Infamy**  (Day 2) | |
| **Date Taught on** | Tuesday, October 15, 2013 |
| **Grade Level/Subject** | 11-12th grade American Literature |
| **Common Core/Georgia Performance Standards** | **ELACC11-12RI6:** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **ELACC11-12RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **ELACC11-12RI4:** Determine the meaning of words and phrases as they are used in a text,  including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| **Length of Lesson** | 1st period, 50 minutes |
| **Lesson Objectives** | * Students will be able to recognize the use of vocabulary words as they relate to the overall tone of the speech. * Students will be able to identify the purpose of the text as well as infer meaning from the author’s point of view. * Students will be able to draw conclusions, making inferences based on the text. |
| **Essential Question(s)** | How does the author’s choice of words help determine the main idea of the speech? What purpose(s) does the author have? |
| **Materials, Resources, Technology Needed** | American Literature textbook, Vocabulary Cards, Worksheet, Pencils |
| **Instructional Strategies** | Whole Class Instruction and Independent/Small Group Work |
| **New Vocabulary** | Tone, Mood |
| **Introduction (Opening Activator)** | 1. Student teacher will share with students’ plans for the lesson today. 2. Students will review their vocabulary words and definitions. |
| **Teaching Procedures/Guided Practice** | 1. A student will be selected to reread the entire speech. 2. The Student teacher will discuss important elements that relates to the selection overall style: tone, mood, purpose, repetition, and sentence structure. 3. Students will be given a worksheet to complete, A Date Which Will Live in Infamy. |
| **Closure and/or Summarizing Strategies** | 1. Students will be asked to reflect on similar events to the attack on Pearl Harbor. |
| **Differentiation** | * Student teacher will work one on one with students who need further understanding.. * Student teacher will provide more direction and prompting to students with MID/MOD or those who appear to lack understanding. |
| **Formative Assessment** | The student teacher will assess each students understanding based on their answers provided on the worksheet. |

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| **Lesson Title: A Date Which Will Live in Infamy**  (Day 3) | |
| **Date Taught on** | Wednesday, October 16, 2013 |
| **Grade Level/Subject** | 11-12th grade American Literature |
| **Common Core/Georgia Performance Standards** | **ELACC11-12RI6:** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **ELACC11-12RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| **Length of Lesson** | 1st period, 50 minutes |
| **Lesson Objectives** | * Students will be able to summarize the speech as well as state the main idea of the speech. * Students will be able to complete a project that reflects their overall understanding—as it relates to the theme and purpose of the speech. * Students will be able to identify important literary elements. |
| **Essential Question(s)** | Why was his speech so important? How do you think the American people felt? |
| **Materials, Resources, Technology Needed** | American Literature textbook, Vocabulary, Pencils, Art Supplies (markers, glue, construction paper, etc.), Photos from Pearl Harbor |
| **Instructional Strategies** | Whole Class Instruction and Independent/Small group breakouts |
| **New Vocabulary** |  |
| **Introduction (Opening Activator)** | 1. Student teacher will share with students’ plans for the lesson today. 2. Student teacher will review material from Day 1 and Day 2. |
| **Teaching Procedures/Guided Practice** | 1. Students will complete their worksheets. 2. Students will select 1 out of the 4 projects to complete:   1. Students may pick one excerpt from the speech and present as though they are the actual speakers  2. Students may create a collage, using a photo from Pearl harbor (optional), reflecting the overall emotion/mood of the time as it relates to the photo or speech.  3. Students can select a similar event (e.g., September 11) and write their own speech to Congress about the action they fee need to be taken.  4. Students may write a poem, song, or rap (using the vocabulary words) reflecting how they would feel should during the attack. |
| **Closure and/or Summarizing Strategies** | 5. Students will be given a couple of minutes to share their projects with the class. |
| **Differentiation** | * Student teacher will work individually with students struggling to complete their worksheet. * Student teacher will provide more individual direction on students’ personal project. |
| **Formative Assessment** | The student teacher will assess each students understanding based on individual projects and their responses on their worksheets. |