

# CARROLL HIGH SCHOOL

## Students Who Soar Like Eagles

The function of education is to teach one to think intensively and to think critically.  
Intelligence plus character---that is the goal of true education. MLK, Jr.

Teacher: H. Johnston

Subject: AP Literature

Week: November 27, 2017- December 1, 2017

Periods: 6<sup>th</sup>

	Monday: November 27	Tuesday: November 28	Wednesday: November 29	Thursday: November 30	Friday: December 1
<b>ACCRS:</b>	<b>W.4</b> Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. <b>RL. 5</b> Discuss the author's choices and techniques that enhance the aesthetic quality (aesthetically) <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and other distinctive features in a text. <b>Interpret figures of speech in the text</b>	<b>W.4</b> Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. <b>RL. 5</b> Discuss the author's choices and techniques that enhance the aesthetic quality (aesthetically) <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and other distinctive features in a text. <b>Interpret figures of speech in the text</b>	<b>W.4</b> Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. <b>RL. 5</b> Discuss the author's choices and techniques that enhance the aesthetic quality (aesthetically) <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and other distinctive features in a text. <b>Interpret figures of speech in the text</b>	<b>W.4</b> Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. <b>RL. 5</b> Discuss the author's choices and techniques that enhance the aesthetic quality (aesthetically) <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and other distinctive features in a text. <b>Interpret figures of speech in the text</b>	<b>W.4</b> Write arguments to support claims using relevant and sufficient evidence and reasoning and relevant and sufficient evidence. <b>RL. 5</b> Discuss the author's choices and techniques that enhance the aesthetic quality (aesthetically) <b>L.5.a</b> Demonstrate understanding of figurative language, word choices, and other distinctive features in a text. <b>Interpret figures of speech in the text</b>
<b>Additional Tasks</b>	1. TMOc Ch. 33-45 and Poetry Set 3 due 11/30	1. TMOc Ch. 33-45 and Poetry Set 3 due 11/30	1. TMOc Ch. 33-45 and Poetry Set 3 due 11/30	<b>1. TMOc Ch. 33-45 and Poetry Set 3 due 11/30</b>	1.
<b>Before:</b>	1. Warm-up: What are three things Or people you are most thankful For and why?	1. Warm-up: Did "The Mirror" have An effect on you? Why or why not?	1. Warm-up: What is a modern Example of public punishment in our Society?	1. Warm-up: What is a skimmity ride? How do people still do skimmity rides Today?	1. Warm-up: Why do you think Michael does not kill Donald when he has The chance to do so?
<b>During:</b>	1. Reminder about additional tasks 2. Grab Fakebooks from the hallway	1. Review TPCASTT for "The Mirror" 2. Read "The Lottery" by Shirley Jackson 3. Complete short story analysis handout	1. TMOc Discussion/Activity Court case of the scandalous affair: Socratic Seminar style?	1. <b>Quiz over TMOc Ch. 33-45</b> 2. Discuss Ch. 33-45	1. TMOc Analysis Activity 2. TMOc Review for Test Monday!
<b>After:</b>	1. "The Mirror" by Sylvia Plath 2. Complete the pre-reading, during Reading, and after reading ?'s. 3. TPCASTT for "The Mirror"	1. Continue working on the handout- Should take the entire period 2. Take time at the end of class to Discuss the short story- what Resonated with the students?	1. As a class, discuss the results of the Activity.	1. Discuss Poetry Set 3 2. Read aloud poems 3. Distribute Poetry Set 4- due 12/14	1. Review should take the rest of the Period. 2. Students may study together if time Permits.
<b>Desired Outcome</b>	1. Differentiated strategies for poetry	1. Review TPCASTT strategy 2. Practice short story analysis in Prep for the AP exam	1. Critical thinking of Michael and Lucetta- did they really do anything Wrong?	1. Better understanding of the end of TMOc 2. Appreciation for poetry, especially Older genres	1. Better understanding of the end of TMOc 2. Prep for TMOc test MONDAY
<b>Formative / Summative</b>	1. Teacher observation 2. Class discussion	1. Teacher observation	1. Exit ticket via socratic	1. <b>Quiz results</b>	1. Review results
<b>Higher Order C</b>	Essential Question: How does literat	Essential Question: How does literatu	Essential Question: How does literatu	Essential Question: How does literatur	Essential Question: How does literatu

<b>Homework</b>	1. TMOCh. 33-45 and Poetry Set 3 due 11/30	1. TMOCh. 33-45 and Poetry Set 3 due 11/30	1. TMOCh. 33-45 and Poetry Set 3 due 11/30	1. Poetry Set 4- due 12/14!	1. Study for TMOCh test Monday 12/4!
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Day One- **Wednesday**

Choose two team of lawyers and a group of jurors. The teacher can be the judge.

The affair between Michael and Lucetta happens and that is a fact. The court case is about whether they deserve punishment for their actions. One team of lawyers argues that Michael deserves punishment for his involvement in the affair. The other team of lawyers argues that he does not deserve punishment. The jurors decide on the verdict but the judge handles the case as it is argued.

Day Two-

Repeat the process from Day One but instead of Michael's trial, this concerns whether Lucetta deserves punishment.