



## Westside High School Lesson Plan Template

Teacher Name	Bandera-Duplantier	Unit Name	Persuasion in Literature: Reading Fiction Through an Alternate Lens
Course	English II PreAP	Dates	11/14-11/18

<b>Monday (11/14)</b> <b>Lesson 2.3 was mainly used for this lesson on chapter xiv</b>	<p><b>Daily Objective:</b> Students will be able to</p> <ol style="list-style-type: none"><li>1) Identify the elements of a rhetorical situation in a literary scene.</li><li>2) Analyze a literary character's persuasive moves.</li><li>3) Make connections among persuasion, characterization, and theme.</li></ol> <p><b>Agenda with Approximate Time Limits:</b></p> <p>*If you haven't checked students laptops to so now</p> <ol style="list-style-type: none"><li>1. Warm Up Vocabulary Blooket OR Rhetorical Situation Questions</li><li>2. Persuasion, Characterization and Theme in Chapter xiv</li><li>3. Penelope's Persuasive Moves Graphic Organizer</li><li>4. Exit Ticket--Penelope's Character and Atwood's Purpose Prompts</li></ol> <p><b>Assessment:</b> <b>Fall TEA Interim Assessments Tuesday-Thursday</b></p> <p><b>Modifications:</b> Extra time</p> <p><b>Intervention:</b> Vocabulary, Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Extension:</b> How is Penelope using persuasive moves on, you the reader?</p> <p><b>Follow-Up/Homework:</b> Vocabulary Quiz 12 on Friday</p>
<b>Unit 2 Goal: Students discover how authors use rhetorical situations between or among characters to represent larger cultural influences or conflicts at work in the world.</b>	



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<p><b>Tuesday</b> <b>(11/15)</b> <b>Fall TEA Interim Assessments</b></p>	<p>Daily Objective: 1) To predict students' performance on the redesigned STAAR test.</p> <p>Agenda with Approximate Time Limits:</p> <p><b>1) Fall TEA Interim Assessments</b></p> <p>Assessment: <b>Fall TEA Interim Assessments</b></p> <p>Modifications: Intervention: Extension:</p> <p>Follow-Up/Homework: Vocabulary Quiz 12 on Friday</p>
<p>Unit 2 Goal: Students discover how authors use rhetorical situations between or among characters to represent larger cultural influences or conflicts at work in the world.</p>	
<p><b>Wednesday/Thursday</b> <b>(11/16 &amp; 11/17)</b> <b>Fall TEA Interim Assessments</b></p>	<p>Daily Objective: 1) To predict students' performance on the redesigned STAAR test.</p> <p>Agenda with Approximate Time Limits:</p> <p><b>1) Fall TEA Interim Assessments</b> <b>2) Students may complete Learning Checkpoints 1.1 and 1.2 if they haven't already or work on guided question from <i>The Penelopiad</i>.</b> <b>3) Silent Reading</b></p> <p>Assessment: <b>Fall TEA Interim Assessments</b></p> <p>Modifications: Intervention: Extension:</p> <p>Follow-Up/Homework: Vocabulary Quiz 12 on Friday</p>
<p>Unit 2 Goal: Students discover how authors use rhetorical situations between or among characters to represent larger cultural influences or conflicts at work in the world.</p>	



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<b>Friday (11/18)</b>	<p><b>Daily Objective:</b> Students will be able to:</p> <ol style="list-style-type: none"><li>1) Write a description of a persuasive move.</li><li>2) Give an explanation how the act of persuasion relates to Atwood's characterization of Penelope.</li><li>3) Use textual evidence.</li><li>4) Give an explanation of how the move plays out.</li></ol> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Vocabulary Quiz 12 OR Chapter xv Questions</li><li>2. Guided Reading of Chapter xv</li><li>3. Independent Writing Prompt</li></ol> <p><b>Modifications:</b> Extra time</p> <p><b>Intervention:</b> Vocabulary, Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Extension:</b> More challenging prompt on page 184.</p>
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**Unit 2 Goal:** Students discover how authors use rhetorical situations between or among characters to represent larger cultural influences or conflicts at work in the world.