### Westside High School Lesson Plan Template

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Bandera-Duplantier</th>
<th>Unit Name</th>
<th>Making your Argumentative Move</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>English II PreAP</td>
<td>Dates</td>
<td>10/2-10/6</td>
</tr>
</tbody>
</table>

**Daily Objective:**

SWBAT read, comprehend, and analyze Act 2 of *Julius Caesar* using guided questions and digital resources.

SWBAT write and support conclusions based on text evidence from Acts 1 and 2 of *Julius Caesar*.

Tek: 2.2 (b), 2.4 (b), 2.4 (e), 2.4 (f), 2.5(e), 2.5(f), 2.5(g), 2.8(a), 2.8(d), 2.9(i), 2.10(c)

**Agenda with Approximate Time Limits:**

1. Warm Up
2. Video: 2.1 Review
3. Read Act 2 Scene 2
4. DUE: 2.2 Guided Questions Check
5. Exit Ticket

**Formative Assessment:** 2.2 Guided Questions Check

**Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall

**Intervention:** Co-Teacher, Feedback, Sample student paragraph. Paragraph frame.

**Extension:** Shakespeare videos and websites

**Follow-Up/Homework:** Vocabulary Quiz Friday.

**Unit 1 Goal:** Teaching Students how to analyze an author’s argument. Not agree or disagree with it.
**Daily Objective:**

SWBAT: Identify claims, evidence, reasoning, and rhetorical moves in a written argument. 10(A)

SWBAT: Work collaboratively and engage in a purposeful academic discussion. 15(A)

Tek: 2.2 (b), 2.4 (b), 2.4 (e), 2.4 (f), 2.5(e), 2.5(f), 2.5(g), 2.8(a), 2.8(d)

**Agenda with Approximate Time Limits:**

1. Warm Up
2. Read Act 2 Scene 3
3. Read Act 2 Scene 4
4. DUE: 2.3/4 Guided Questions Check
5. Blooket Review: Acts 1 and 2
6. Exit Ticket

**Formative Assessment:** 2.3 Guided Questions Check

**Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall

**Intervention:** Co-Teacher, Feedback, Sample student paragraph. Paragraph frame.

**Extension:** Shakespeare videos and websites

**Follow-Up/Homework:** Vocabulary Quiz Friday.

**Unit 1 Goal:** Teaching Students how to analyze an author’s argument. Not agree or disagree with it.
### Westside High School Lesson Plan Template

<table>
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<tr>
<th>Wednesday/Thursday (10/4-10/5)</th>
<th>Daily Objective: SWBAT read, comprehend, and analyze Act 2 of <em>Julius Caesar</em> using guided questions and digital resources. SWBAT write and support conclusions based on text evidence from Acts 1 and 2 of <em>Julius Caesar</em>. Tek: 2.2 (b), 2.4 (b), 2.4 (e), 2.4 (f), 2.5(e), 2.5(f), 2.5(g), 2.8(a), 2.8(d)</th>
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**Agenda with Approximate Time Limits:**

1. Warm Up
2. Identifying a Claim in a written Argument. (Lesson 1.4)
3. Shakespeare catch-up time/Marlin Brando
4. Exit Ticket

**Assessment:** Guided Questions

**Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall

**Intervention:** More time.

**Extension:** Shakespeare videos and websites

**Follow-Up/Homework:** Vocabulary Quiz Friday.

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Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.
### Westside High School Lesson Plan Template

| Friday (10/6) | Daily Objective:  
| SWBAT: read, comprehend, and analyze Act 2 of *Julius Caesar* using guided questions and digital resources.  
| SWBAT: write and support conclusions based on text evidence from Acts 1 and 2 of *Julius Caesar*.  
| Teks: 2.2 (b), 2.4 (b), 2.4 (e), 2.4 (f), 2.5(e), 2.5(f), 2.5(g), 2.8(a), 2.8(d)  
| Agenda with Approximate Time Limits:  
| 1. Vocabulary Quiz 6  
| 2. Recap of Act I and II  
| 3. Act III, Scene 1  
| 4. Video & Questions  
| 5. Exit Ticket  
| Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz  
| Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Rhetorical Analysis Verbs (RAV) Wall  
| Extension: Additional text-dependent questions at various levels can be provided with or without sentence stems. Vocabulary Blooket Review  
| Follow-Up/Homework: Enjoy your weekend.  

**Unit 1 Goal:** Teaching Students how to analyze an author’s argument. Not agree or disagree with it.