



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	11/6-11/10

<p>Monday (11/6) Lesson 2.3 was mainly used for this lesson on chapter xiv</p>	<p>Daily Objective: Students will be able to</p> <ol style="list-style-type: none"> 1) Identify the elements of a rhetorical situation in a literary scene. 2) Analyze a literary character’s persuasive moves. 3) Make connections among persuasion, characterization, and theme. <p>Agenda with Approximate Time Limits:</p> <p>*If you haven’t checked students laptops to so now</p> <ol style="list-style-type: none"> 1. Warm Up Vocabulary Blooket OR Rhetorical Situation Questions 2. Persuasion, Characterization and Theme in Chapter xiv 3. Penelope’s Persuasive Moves Graphic Organizer 4. Exit Ticket--Penelope’s Character and Atwood’s Purpose Prompts <p>Assessment: Fall TEA Interim Assessments Tuesday-Thursday</p> <p>Modifications: Extra time</p> <p>Intervention: Vocabulary, Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: How is Penelope using persuasive moves on, you the reader?</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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<p>Tuesday (11/7) Fall TEA Interim Assessments</p>	<p>Daily Objective: 1) To predict students' performance on the redesigned STAAR test.</p> <p>Agenda with Approximate Time Limits:</p> <p>1) Fall TEA Interim Assessments</p> <p>Assessment: Fall TEA Interim Assessments</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>Wednesday/Thursday (11/8 & 11/9) Fall TEA Interim Assessments</p>	<p>Daily Objective: 1) To predict students' performance on the redesigned STAAR test.</p> <p>Agenda with Approximate Time Limits:</p> <p>1) Fall TEA Interim Assessments 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>. 3) Silent Reading</p> <p>Assessment: Fall TEA Interim Assessments</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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<p>Friday (11/10)</p>	<p>Daily Objective: Students will be able to:</p> <ol style="list-style-type: none">1) Write a description of a persuasive move.2) Give an explanation how the act of persuasion relates to Atwood's characterization of Penelope.3) Use textual evidence.4) Give an explanation of how the move plays out. <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Vocabulary Quiz 12 OR Chapter xv Questions2. Guided Reading of Chapter xv3. Independent Writing Prompt <p>Modifications: Extra time</p> <p>Intervention: Vocabulary, Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: More challenging prompt on page 184.</p>
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