**Lesson Plan** – English II

**Instructors:** Messinger, Pena, Shariff, Swart

**Course:** English II

**Unit Name:** Long Way Down (Poetry and non-fiction connections)

**Dates:** January 30- February 3, 2023

Major TEKS for this week:

**ENG2.1A** Engage in meaningful discourse

**ENG2.1D** Participate collaboratively

**ENG2.4D** Create mental images to deepen understanding

**ENG2.4F** Make inferences and use evidence to support understanding

**ENG2.4I** Monitor comprehension

**ENG2.5C** Use text evidence to support interpretive response

**ENG2.5G** Discuss and write about the implicit and explicit meaning of text

**ENG2.8B** Analyze use of text structure to achieve author’s purpose

**ELA.10.6.D** Analyze how historical and cultural settings influence characterization, plot, and theme across texts.

Monday

**Daily Objective**

Students will analyze how cultural influences, specifically *Just Another Day* by Queen Latifah, shaped the characterization, plot, and theme of *Long Way Down.* Students will continue to read and interpret the book.

**Agenda**

1. Warm-up: Watch Just Another Day by Queen Latifah

2. Group Work: Lyric Comparison to Long Way Down

3. Read Long Way Down 195-211

**Formative Assessments**

Warm-up, Group Work

**Modifications and Interventions**

Students will work in groups to allow for peer assistance

Teacher will walk around and assist students.

**Extensions**

Students will extend create more in depth analysis of Just Another Day

**Follow Up/Homework**

Students will follow up their comparison of Just Another Day with creating their own Character Playlist

Tuesday

**Daily Objective**

Students will discuss the importance of poetry as an agent for change. Students will also compare the characters of *Long Way Down* with outside texts. Students will continue reading *Long Way Down.*

**Agenda**

1. Warm-up: Watch [High School Training Ground](https://youtu.be/_Il70mlj38o)- Malcolm London

2. Individual Work: Character Playlist

3. Read Long Way Down 211-234

**Formative Assessments**

Warm-up

**Modifications/Interventions**

Students will discuss and share their own ideas

Students will utilize their own cultural background to create a better understanding of characters

**Extensions**

Some students will have a more in-depth, detailed answers to the questions about the characters

**Follow Up/Homework**

Students will continue to analyze poetry as they read Long Way Down.

Wednesday-Thursday

**Daily Objective**

Students will practice pre writing an essay. Students will develop a draft of an easy about *Long Way Down*

**Agenda**

1. Warm-up: Quickwrite - Writing

2. Group Work: Prewriting Flowchart Activity

3. Introduce Long Way Down Essay

4. Individual Work: Prewriting

5. Major #2: Long Way Down Essay

**Formative Assessments**

Warm-up, Prewriting Flowchart,

**Modifications and Interventions**

Teacher walks around to assist students with flowchart

Teacher assists with answers for the warm-up and exit ticket.

**Extensions**

Some students will have more in-depth answers to questions and generate their own questions during prewriting.

**Follow Up/Homework**

Students will continue with writing their Long Way Down Essay

Friday

**Daily Objective**

Students will develop their draft for the Long *Way Down* Essay.

**Agenda**

1. Warm Up: *This is not a Humanising Poem*  by Suhaiymah Manzoor Khan

2. Major #2: Writing time in Class

**Formative Assessments**

Warm-up

**Modifications and Interventions**

Teacher walks around to assist students with writing

Students have choice over which topic they write their essay about

**Extensions**

Some students will have more in depth analysis for their essay

**Follow Up/Homework**

Students will continue with analyzing and reacting to the book Long Way Down next week