

# Leflore County School District

Teacher: Melissa Ivory		Grade: 10 <sup>th</sup>	Date: School: Leflore County School District	
Subject: English II		Week of: May 7-11, 2012	Lesson: Unit 5: The Right Side of History	
Date	Objective <i>(include objective # and description)</i>	Procedures, Activities, Closure <i>(include methods differentiated instruction and practice)</i>	Materials	Assessment <i>(aligned test question or exit ticket)</i>
Mon. 5/7	RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	<p><i>Note: Monday and Tuesday's lessons for this week are left over from last week due to the instructional time lost during the benchmark exams.</i></p> <p><b>Bell Ringer:</b> Students will pick up their narrative planning packets and continue making any changes which they did not finish from the previous instructional day.</p> <p><b>Introduction/Opening:</b> Review: Composing Process: Revising</p> <p><b>New Material:</b></p> <ul style="list-style-type: none"> <li>Revising Narrative Stories for Specific Supporting Details</li> </ul> <p><b>Work Period:</b> Writers' Workshop: Students will spend this period adding relevant specific supporting details and eliminating any non-relevant details from their stories.</p> <p><b>Closure:</b> Students will share out the changes they made to their stories.</p>	Narrative Writing Planning Packets	Revised narrative story drafts
Tues. 5/8	RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded	<p><b>Bell Ringer:</b> Students will pick up their narrative planning packets and continue making any changes which they did not finish the previous instructional day.</p> <p><b>Introduction/Opening:</b> Review: Composing Process: Revising</p> <p><b>New Material:</b></p> <ul style="list-style-type: none"> <li>Revising Narrative Stories for Vivid Descriptive Language</li> </ul> <p><b>Work Period:</b> Writers' Workshop: Students will spend this period embellishing their narrative stories with vivid descriptive language and details.</p> <p><b>Closure:</b> Students will share out the changes they made to their stories.</p>	Narrative Writing Planning Packets	Revised narrative story drafts

# Leflore County School District

Teacher: Melissa Ivory		Grade: 10 <sup>th</sup>		Date: School: Leflore County School District	
Subject: English II		Week of: May 7-11, 2012		Lesson: Unit 5: The Right Side of History	
	them.				
Wed. 5/9	RH.9-10.4.Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<p><b>Bell Ringer:</b> Students will pick up their narrative planning packets and continue making any changes which they did not finish the previous instructional day.</p> <p><b>Introduction/Opening:</b> Review: Composing Process: Editing</p> <p><b>New Material:</b></p> <ul style="list-style-type: none"> <li>• Editing Narrative Stories</li> <li>• Ambiguous Pronoun Reference</li> </ul> <p><b>Work Period:</b> Writers' Workshop: Students will circle all the pronouns in their narrative stories and underline their antecedents, editing to eliminate ambiguous pronoun reference when they find it in their stories. Given time, they will begin composing their revised, edited stories into final drafts.</p> <p><b>Closure:</b> Students will share out three examples of ambiguous pronoun references which they eliminated in their writing.</p>		Narrative Writing Planning Packets	Edited narrative story drafts
Thurs. 5/10	RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	<p><b>Bell Ringer:</b> Students will analyze the effect of changing diction in a paragraph from one of their narrative stories.</p> <p><b>Introduction/Opening:</b> Word of the Day Review + Connection to Previous Texts in Unit 5</p> <p><b>New Material:</b></p> <ul style="list-style-type: none"> <li>• Diction and Its Effect on Meaning &amp; Tone</li> </ul> <p><b>Work Period:</b> Students will read the first half of Hillary Rodham Clinton's address to the United Nations on International Human Rights Day, stopping at given points to pull out diction and analyze its effect on the meaning of the speech.</p> <p><b>Closure:</b> Students will complete an exit ticket on which they will define diction and analyze the effect of a certain portion of diction on the meaning of the first half of the speech.</p>		Text packets	Completed exit tickets
Fri. 5/10	RH.9-10.8. Assess the extent	<p><b>Bell Ringer:</b> Students will identify the tone of a paragraph in an SATP practice question.</p>		Text packets	Completed Culminating Focus Question responses

# Leflore County School District

Teacher: Melissa Ivory	Grade: 10 <sup>th</sup>	Date: School: Leflore County School District
Subject: English II	Week of: May 7-11, 2012	Lesson: Unit 5: The Right Side of History
<p>to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><b>Introduction/Opening:</b> Word of the Day</p> <p><b>New Material:</b></p> <ul style="list-style-type: none"> <li>• Determining the Tone of a Passage</li> </ul> <p><b>Work Period:</b> Students will read the second half of Hillary Rodham Clinton's address to the United Nations on International Human Rights Day, continuing to pull out diction. At the end of the speech, students will hold a classroom discussion to determine the tone of the passage.</p> <p><b>Closure:</b> Students will complete the Culminating Focus Question, identifying the tone of the speech and supplying textual evidence to support their claims.</p>	