

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: August 26, 2019	Lesson Title: Welcome Back!
SWBAT: Fill out the survey completely	South Dakota State Standard: N/A
Prior Knowledge Needed: Home phone numbers/emails	Description of Lesson: Greet students at the door, welcoming them back. Present PowerPoint about the teacher involving hobbies, family, schools attended, etc. Pass out student surveys asking the same questions the teacher revealed about herself. Along with questions about how each student learns best (visually, hands-on, note taking, etc).
Assessments: N/A	Materials/Handouts: About me PowerPoint Student survey handouts

Reflection (What worked? What didn't? Improvements?):

This lesson went well. Students enjoyed learning about the teacher rather than going over the syllabus on the first day. It was unconventional and the students were engaged. The survey results were informative. I can better differentiate my lessons based on this information.

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Date: August 27, 2019	Lesson Title: Syllabus Day
SWBAT: Understand LWHS Policies and Procedures	South Dakota State Standard: Classroom Procedures
Prior Knowledge Needed: N/A	Description of Lesson: Copies of the syllabus will be on the desk by the door. The instructor will greet students outside of the classroom informing them of the expectation to pick a copy up as they come in. The instructor will review the syllabus after attendance is taken. Included in the syllabus: LWHS policies and procedures, instructors' expectations and consequences, and course outline. Classroom procedures will be discussed and practiced. For example, it is expected that during the first ten minutes of class, students do not ask to leave the room. During this time, the students will complete a Do Now.
Assessments: Syllabus Quiz (multiple choice and are allowed to use the syllabus)	Materials/Handouts: Copies of the syllabus and syllabus quiz

Reflection (What worked? What didn't? Improvements?):
 Students were not as engaged as the previous day. I went through the syllabus and the students easily took the quiz. I would like to improve on making it more interesting. Possibly do a "speed dating" activity where they have to move around talk about themselves and then talk about the syllabus.

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Date: August 28, 2019	Lesson Title: Grammar
SWBAT: Complete multiple choice pre-assessment on grammar.	South Dakota State Standard: 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.
Prior Knowledge Needed: The Parts of Speech Comma Usage Past and Present Tense	Description of Lesson: Students will be given the class period to take the pre-assessment of grammar so the instructor can evaluate what knowledge students already have.
Assessments: Grammar Pre-Assessment (multiple choice)	Materials/Handouts: Grammar Pre-Assessment copies (2-sided, stapled)

Reflection (What worked? What didn't? Improvements?):
 Students enjoyed demonstrating their knowledge of grammar. They were eager to show me what they knew. I thought a 75 multiple choice assessment could be completed in a 55-minute time frame; however, I found that the majority of students lacked test-taking abilities such as pacing and starring which questions they need to come back too. I would like to incorporate more test-taking strategies throughout the year.

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Date: August 29, 2019	Lesson Title: Writing
SWBAT: Take a position and write a persuasive essay on a given topic.	South Dakota State Standard: 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and the tone are appropriate to grade-specific tasks, purpose, and audience.
Prior Knowledge Needed: Thesis Statement Essay Format How to read a rubric	Description of Lesson: Students will be given the class period to write a persuasive essay on whether or not they agree that all youth should be required to serve in the military in the United States. The instructor will assess writing skills through this activity. This will provide a starting point for further instruction on writing. This essay will not be typed as computers have not been assigned.
Assessments: Essay	Materials/Handouts: Copies of essay prompt and rubric (2 sided and stapled) Lined paper

Reflection (What worked? What didn't? Improvements?):

Students diligently wrote on this topic. I find they enjoy having the chance to express their opinion on a topic. All essays lacked a thesis statement. Some were not in paragraph form. Most have not seen a rubric before. Overall, I received great insights on what needs to be taught.

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Date: August 30, 2019	Lesson Title: Curriculum Map
SWBAT: Anticipate what the year will be like and what books will be read.	South Dakota State Standard: N/A
Prior Knowledge Needed: N/A	Description of Lesson: The instructor will go over the curriculum map so students will know what to expect.
Assessments: N/A	Materials/Handouts: Copies of the curriculum map

Reflection (What worked? What didn't? Improvements?):

The students were not expected to take notes on the subject matter. It was mostly to get them excited about what is to come. I believe it worked. Some students even gave input on some of the lessons. For example, one student requested time to work on scholarship writing. I believe this will an excellent addition to the curriculum.

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<p>Date: September 3, 2019</p>	<p>Lesson Title: Mad Libs</p>
<p>SWBAT: Create a writing sample using abstract ideas.</p>	<p>South Dakota State Standard: 11-12.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use literary or narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</p>
<p>Prior Knowledge Needed: Verb Adjective Onomatopoeic</p>	<p>Description of Lesson: At the beginning of class, students will complete their Do Now. After grading Do Nows, students will be instructed to take out a blank sheet of paper. Using this paper, students will draw six boxes and number each box on the top left corner. Using a PowerPoint, each slide will have instructions for students (they must write small): 1) In box #1 name a random object in the room, 2) In box #2, write a verb, 3) In box #3, write an adjective, 4) In box #4, write an onomatopoeic, 5) In box #5, write an animal, 6) and In box #6, write a number. Students will have a total of 6 minutes to write a complete sentence out of the word they</p>

	chose in each box. Students will be given the remainder of the class period to write a one-page story using all 6 of their unique sentences. The story must make sense and no changes can be made to their sentences.
Assessments: Creative Writing	Materials/Handouts: Blank paper

Reflection (What worked? What didn't? Improvements?):
Great activity. I saw great creativity and was able to determine each individual's ability to create a coherent story.

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<p>Date: September 4-5, 2019</p>	<p>Lesson Title: Analyzing Music Videos</p>
<p>SWBAT: Analyze music videos for deeper meaning.</p>	<p>South Dakota State Standard: 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.</p>
<p>Prior Knowledge Needed: Foundations of poetry Symbolism</p>	<p>Description of Lesson: September 4: Students will be introduced to the music video “Hall of Fame” by The Script without context. Then students will be instructed to watch the music video again, but this time paying close attention to the differences between the characters in the music video. After this, students will receive the handout comparing and contrasting the two characters. A whole group discussion will follow. September 5: Students will be given the lyrics to the song “Hall of Fame.” Every few lines, there will be questions to guide analyzing what is meant by the line. All the while making the connection that song lyrics are poetry. This will be done in table groups. When finished, students will individually write a diary entry from one of the characters explaining what their life is like.</p>
<p>Assessments: Compare and Contrast T-Chart Lyric Analysis Diary Entry</p>	<p>Materials/Handouts: Copies of compare and contract t-chart, lyric analysis, and diary entry.</p>

Reflection (What worked? What didn't? Improvements?):
Introducing the video twice was a great way to get students focused. They were genuinely intrigued about where we were going with this popular song. The lesson was different and I was able to see their analytical skills.

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<p>Date: September 6, 2019</p>	<p>Lesson Title: English is a Crazy Language</p>
<p>SWBAT: Understand the complexity of the English language</p>	<p>South Dakota State Standard: 11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to its overall rhetorical effectiveness.</p>
<p>Prior Knowledge Needed: Homonyms Examples of Idioms</p>	<p>Description of Lesson: The instructor will use a PowerPoint to instruct and inform students. Students will ignite prior knowledge on homonyms and given a refresher on them. Then, students will shout out some common homonyms that they know. While they are announcing homonyms, the instructor will hand out the reading: “English is a Crazy Language” by Richard Lederer. Students will take turns reading aloud. Questions to be addressed after reading: 1) What is the main idea? Was it stated or implied? 2) Some of the paragraphs in this essay are very short, yet you have been told all your educated life that paragraphs are several sentences each. Are Lederer’s one-sentence paragraphs effective? Why or why not? While answering these questions, the instructor will pass out “Confusion, Thy Name is English.” This piece shows the meaning of slang words and expressions. The instructor will point the lesson in the direction of how English is hard for non-native English speakers. Words in the English language can have different meanings based on how it is used. A clip from the “Amanda Show” will be viewed next. The clip shows what happens when words are taken literally. Students will then pick from a bucket a random idiom. Their job is to draw the literal meaning of that idiom and then discuss the consequences of taking idioms literally.</p>
<p>Assessments: Literal Drawing of Idioms</p>	<p>Materials/Handouts: Copies of “English is a Crazy Language” and “Confusion, Thy Name is English.”</p>

Reflection (What worked? What didn't? Improvements?):

Students were really intrigued by how the English language is not that easy to learn to speak or write. Hopefully, they understood that it is okay to make mistakes and not know everything because English is complicated and writing is often subjective.

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<p>Date: September 9-12, 2019</p>	<p>Lesson Title: Grammar Review</p>
<p>SWBAT: Identify the parts of speech, know the differences between an independent and dependent clause, and the correct use of punctuation.</p>	<p>South Dakota State Standard: 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.</p>
<p>Prior Knowledge Needed: Parts of Speech Clauses Punctuation specifically comma usage</p>	<p>Description of Lesson: The instructor will review: Tuesday: Punctuation (proper use of commas, colons, semi-colons, and capitalization) Wednesday: Clauses (identifying independent and dependent clauses in order to form complete sentences) Thursday: Parts of Speech (Noun, Adverb, Pronoun, Preposition, Conjunction, Adjective, and Interjection. Why are they important to know?)</p> <p>Students will receive a short review on the concepts to activate prior knowledge. Students will then complete a short assignment each day to evaluate progress.</p> <p>Students will complete a quiz over the topics covered.</p>
<p>Assessments: Parts of Speech, Clauses, and Punctuation Quiz</p>	<p>Materials/Handouts: Copies of supplemental worksheets for each day and quiz</p>

Reflection (What worked? What didn't? Improvements?):
Good review week. Students realized they knew more than what they demonstrated on the grammar pre-assessment. They just needed a refresher, which was the intent of this lesson. I am confident in their ability to form complete sentences and correctly use commas.

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Date: September 16-20, 2019	Lesson Title: MAPS Testing
SWBAT: Complete MAPS testing	South Dakota State Standard: N/A
Prior Knowledge Needed: N/A	Description of Lesson: Students will take and complete the Language and Reading MAPS test
Assessments: MAPS Testing	Materials/Handouts: Chromebooks and NWEA browser

Reflection (What worked? What didn't? Improvements?):

Students are robotically trained to take this test and genuinely want to do good and improve their score.

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<p>Date: September 23, 2019</p>	<p>Lesson Title: Personalities</p>
<p>SWBAT: Understand their own personalities and the basis behind American Superheroes</p>	<p>South Dakota State Standard: 11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism</p>
<p>Prior Knowledge Needed: Background on self Vocabulary words such as philosophical and realist</p>	<p>Description of Lesson: Students will retrieve their respective chromebooks and go to 16personalities.com. Here they will take the Meyer Briggs personality test which is considered one of the most accurate personality tests. After finishing the test, students will complete the handout asking them to dig deeper into their results. This is considered an anticipation guide to <i>Batman: The Killing Joke</i> which discusses mental illness through the character Joker. It is important for students to understand who they are before they dive into the personality of someone else.</p>
<p>Assessments: Meyer Briggs Personality Test</p>	<p>Materials/Handouts: Chromebooks and copies of supplemental worksheet</p>

Reflection (What worked? What didn't? Improvements?):
Students were engaged with the questions on the personality test. I was surprised because it is a pretty lengthy test. There were a lot of questions about the meaning of some words in the test. I shared the results of my test as well and we got to bond over it. I feel like the students are prepared to talk about mental illness.

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<p>Date: September 24, 2019</p>	<p>Lesson Title: <i>Batman: The Killing Joke</i></p>
<p>SWBAT: Read a graphic novel and analyze the effect of the author’s pictures/word choices.</p>	<p>South Dakota State Standard: 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p>
<p>Prior Knowledge Needed: Batman and the Joker rivalry Batgirl background</p>	<p>Description of Lesson: Students will read a small comic strip in order to understand how to read a comic. Instructor will guide sample comic strip and check for understanding. Instructor will give background information to the Batman universe. Students will watch the trailer for <i>Batman: The Killing Joke</i>. Students will begin reading <i>Batman: The Killing Joke</i>. YouTube will be for supplemental audio and background noises to indicate what is happening on the panels with no words. Instructor will pause audio to highlight important aspects of the graphic novel</p>
<p>Assessments: Checks for understanding throughout class.</p>	<p>Materials/Handouts: https://www.youtube.com/watch?v=V4auLIMMH-EQ <i>Batman: The Killing Joke</i> graphic novel copies</p>

Reflection (What worked? What didn’t? Improvements?):
Students followed along wonderfully to the audio. It was much more intense with the sounds while reading. Students were shocked that they were allowed to read a graphic novel in class, which is exactly the point. I wanted them to get excited about reading and it worked.

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<p>Date: September 25-27, 2019</p>	<p>Lesson Title: Reflection Essay</p>
<p>SWBAT: Effectively write a reaction paper using the provided rubric.</p>	<p>South Dakota State Standard: 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p>
<p>Prior Knowledge Needed: Vocabulary such as plot summary and theme. How to write a thesis statement</p>	<p>Description of Lesson: To begin the lesson, we will discuss the themes of <i>Batman: The Killing Joke</i> using a web chart. The themes are: moral relativism, crime, defining justice, and loss. Students will be required to explain the theme and write a quote from the book to support their answer. Essay Prompt: Write a reaction paper that discusses two themes of <i>Batman: The Killing Joke</i>, provide a plot summary, and express your personal opinion of the story. Students will then use the essay outline to write their thesis statement, three body paragraphs with support, and their conclusion. Finally, students will create a rough draft for the instructor to read using Google Classroom. Edits can be made live while they are typing. Students will grade themselves using the rubric and turn in their final copy via Google Classroom.</p>
<p>Assessments: Reaction Essay</p>	<p>Materials/Handouts: Copies of themes web chart and the reaction paper prompt and rubric</p>

Reflection (What worked? What didn't? Improvements?):
We took our time writing this essay because they needed a refresher on writing a thesis. The essay outline was really effective. Especially since I modeled an example. The writing was overall more clear and concise.

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<p>Date: September 30, 2019</p>	<p>Lesson Title: Discussion Circles</p>
<p>SWBAT: Discuss the main ideas/themes of a graphic novel and draw conclusions.</p>	<p>South Dakota State Standard: 11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</p>
<p>Prior Knowledge Needed: Students need to have read <i>Batman: The Killing Joke</i></p>	<p>Description of Lesson: Instructor will provide a set of questions using a PowerPoint. Instructor will guide and listen to student responses. Students will first have 3 minutes to write their responses. Then they will discuss at their tables in small groups. Finally, one person from each table will share for a whole group discussion.</p>
<p>Assessments: Discussion Question Handout</p>	<p>Materials/Handouts: Copies of discussion questions with space for students to write and a PowerPoint prepared with the guided questions.</p>

Reflection (What worked? What didn't? Improvements?):

This was our first discussion of the year so I expected some nervousness or hesitation during the discussion. Overall, there were not as many awkward silences as I had originally predicted. Students jumped at the opportunity to share their opinion in a safe environment. I was also surprised at their ability to debate the topics without getting mad at each other for expressing different opinions.

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Date: October 3-4, 2019	Lesson Title: <i>Batman: The Killing Joke</i> Movie
SWBAT: Compare and contrast the movie versus the graphic novel.	South Dakota State Standard: 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem
Prior Knowledge Needed: Students need to have read <i>Batman: The Killing Joke</i> How to use a venn diagram	Description of Lesson: Over the course of two days, students will watch <i>Batman: The Killing Joke</i> and determine key differences between the movie and graphic novel. Instructor will provide a venn diagram and a movie guide for students to follow.
Assessments: Venn Diagram	Materials/Handouts: <i>Batman: The Killing Joke</i> movie from Amazon Copies of supplemental worksheets

Reflection (What worked? What didn't? Improvements?):

Students were not excited to have a movie guide as well as a venn diagram. They proclaimed it was too much work. However, they were able to get it all done and meet my expectations. I think it was a good visual to add to our discussion of the graphic novel.

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<p>Date: October 7-10, 2019</p>	<p>Lesson Title: Compare and Contrast Essay</p>
<p>SWBAT: Effectively write a compare and contrast essay using supports from <i>Batman: The Killing Joke</i> both the movie and book Essay format</p>	<p>South Dakota State Standard: 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<p>Prior Knowledge Needed: Students need to have read and watched <i>Batman: The Killing Joke</i></p>	<p>Description of Lesson: Students will use the resources provided in the previous lessons (venn diagram and knowledge on thesis statement and essay formatting). Essay Prompt: Write a comparison and contrast essay based on the graphic novel and movie. Must include two paragraphs that contrast and one that compares. Students will then use the essay outline to write their thesis statement, three body paragraphs with support, and their conclusion. Finally, students will create a rough draft for the instructor to read using Google Classroom. Edits can be made live while they are typing. Students will grade themselves using the rubric and turn in their final copy via Google Classroom.</p>
<p>Assessments: Compare and Contrast Essay</p>	<p>Materials/Handouts: Compare and contrast essay rubric and prompt Chromebooks</p>

Reflection (What worked? What didn't? Improvements?):

This is our third go around for an essay. The students seemed to be in more of a routine for an essay. They know the expectations now and I have confidence that they can effectively write an essay.

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Date: October 15, 2019	Lesson Title: Ending Illustration
SWBAT: Make an educated guess as to how the graphic novel ends.	South Dakota State Standard: 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Prior Knowledge Needed: The setup of a comic book panel	Description of Lesson: <i>Batman: The Killing Joke</i> 's ending was left up to the reader's imagination. What happened afterward is unknown. As a class, we have developed some theories as to what happened. What we believed the author wanted to happen and what we wanted to happen. Through this lesson, students will tap into their creative sides and create their own comic strip of what they believe happened in the end. There must be at least three panels with dialogue and pictures of events. It must be coherent.
Assessments: Illustration	Materials/Handouts: Blank pages for comic strip

Reflection (What worked? What didn't? Improvements?):

The students had really good drawings. I was really impressed with their talent. I got to see some student's opinions who do not normally speak up as much. Will do this again next year.

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<p>Date: October 16-18, 2019</p>	<p>Lesson Title: Poster Project</p>
<p>SWBAT: Research classic Batman villains (background and how they became villains) while citing sources correctly.</p>	<p>South Dakota State Standard: 11-12.SL.4 Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose and audience</p>
<p>Prior Knowledge Needed: Google search bar How to cite sources</p>	<p>Description of Lesson: Over the course of the next few days, students will get into groups of four and create a poster of information based on a DC character of their choosing. Once chosen, the poster must be entitled the character’s name. Additionally, the poster must include the character’s “one bad day” like the Joker had (which is turned him into the Joker), five fun facts (something we wouldn’t know about the character), five appearances (where have we seen the character in movies or comics?), a drawing of the character, and finally a works cited section using MLA format. Once the posters are completed, the posters will be displayed around the room. The students will engage in a gallery walk. They will be equipped with post it notes and will be instructed to write notes to leave on the posters for others to view while they make their way around the room.</p>
<p>Assessments: N/A</p>	<p>Materials/Handouts: Poster paper Markers Chromebooks</p>

Reflection (What worked? What didn’t? Improvements?):
Students were excited to be able to pick a character of their choosing. They worked together well. Quickly had to address that one person cannot do everything and emphasize group work. The posters turned out great and the students enjoyed the gallery walk.

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<p>Date: October 21-23, 2019</p>	<p>Lesson Title: Intro to <i>The Crucible</i></p>
<p>SWBAT: Effectively research historical questions and cite accordingly.</p>	<p>South Dakota State Standard: 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>Prior Knowledge Needed: Google search bar Reliable resources How to cite sources</p>	<p>Description of Lesson: Students will be given a “story board” filled with research questions about the author Arthur Miller, literary terminology, background on witchcraft, colonial America, and the Red Scare. Students will be given three days to research properly. They are required to cite their sources using MLA format.</p>
<p>Assessments: Storyboard</p>	<p>Materials/Handouts: Storyboard handout Chromebooks</p>

Reflection (What worked? What didn't? Improvements?):
I loved seeing the kid's faces light up when they discovered new information. The students would ask me “did this really happen?” or “is this true?” It was great. Plus, they acquired all the information they needed before reading *The Crucible*.

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<p>Date: October 24, 2019</p>	<p>Lesson Title: Introduction to Salem</p>
<p>SWBAT: Understand Salem from a historical perspective and the living conditions.</p>	<p>South Dakota State Standard: 11-12.SL.1 Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<p>Prior Knowledge Needed: N/A</p>	<p>Description of Lesson: Students will be provided guided notes on an introduction to Salem. Instructor, using a PowerPoint, will inform students on who the Puritans were, what a crucible is, what the Puritans believed, the role of Puritan women, Puritan life with Native Americans, and ways the Puritans determined a witch. This will provide accurate information in order for students to understand the historical context of <i>The Crucible</i>. Instructor will guide questions for discussion about the lives of the Puritans.</p>

Assessments:

N/A

Materials/Handouts:Introduction to Salem PowerPoint
Guided notes copies**Reflection (What worked? What didn't? Improvements?):**

Students were engaged. They commented that they enjoyed going that in depth on a subject because they do not get to do that in history class. I feel confident that the kids are prepared for *The Crucible*.

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Date: October 25, 2019	Lesson Title: Anticipation Guide
SWBAT: Use context clues and draw conclusions from a picture.	South Dakota State Standard: 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
Prior Knowledge Needed: Salem Witch Trials basic knowledge	Description of Lesson: Students will be presented with a picture of a courtroom during the Salem witch trials. Students will be asked to draw conclusions from the pictures without giving them any context.
Assessments: N/A	Materials/Handouts: Salem Witch Trial picture Supplemental worksheet

Reflection (What worked? What didn't? Improvements?):
Students' conclusions were interesting and some were fairly close to the "correct" answer. It was good seeing their minds churn.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: October 28 to November 1, 2019	Lesson Title: <i>The Crucible</i> Act I
SWBAT: Act parts from the play.	South Dakota State Standard: 11-12.SL.6 Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate.
Prior Knowledge Needed: How a play works	Description of Lesson: Students will be assigned roles for the play. Instructor will give an introduction to each character. Students will take the week to act out Act I. Instructor will pause the production when necessary to check for understanding because this play was written in old English. At the end of Act I, the class will make predictions on what will happen in Act II.
Assessments: N/A	Materials/Handouts: Copies of Act I

Reflection (What worked? What didn't? Improvements?):

Old English is hard to understand so next time I need to go over vocabulary.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: November 4-7, 2019	Lesson Title: <i>The Crucible</i> Act II
SWBAT: Act parts from the play.	South Dakota State Standard: 11-12.SL.6 Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate.
Prior Knowledge Needed: How a play works	Description of Lesson: Students will resume their assigned roles for the play. Students will take the week to act out Act II. Instructor will pause the production when necessary to check for understanding because this play was written in old English. At the end of Act II, the students will complete concept circles in order to make connections to the characters and the happenings of the play. They will be given four words on each circle and must make a complete sentence using those words. The sentence must illustrate how the words are connected in the play.
Assessments: Concept Circles	Materials/Handouts: Copies of Act II and concept circles

Reflection (What worked? What didn't? Improvements?): Students needed a model example of the concept circles, but were finished quickly once understood. Good connection activity and they made connections that were missed during the performance of the play.
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Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: November 12-15, 2019	Lesson Title: <i>The Crucible</i> Act III
SWBAT: Act parts from the play.	South Dakota State Standard: 11-12.SL.6 Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate.
Prior Knowledge Needed: How a play works	Description of Lesson: Students will resume their assigned roles for the play. Students will take the week to act out Act III. Instructor will pause the production when necessary to check for understanding because this play was written in old English. At the end of Act III, the students will complete an analysis of the characters. Act III is a pivotal point in the play and a deep analysis of the characters and their development is crucial.
Assessments: Character Analysis	Materials/Handouts: Copies of Act III and character analysis

Reflection (What worked? What didn't? Improvements?):

Students were able to make necessary character development analysis and are adapting well to the language used.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: November 18-22, 2019	Lesson Title: <i>The Crucible</i> Act IV
SWBAT: Act parts from the play.	South Dakota State Standard: 11-12.SL.6 Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate.
Prior Knowledge Needed: How a play works	Description of Lesson: Students will resume their assigned roles for the play. Students will take the week to act out Act IV. Instructor will pause the production when necessary to check for understanding because this play was written in old English. At the end of Act IV, the students will complete a “Which Way Would You Go?” activity. Students will be asked to put themselves in the shoes of our characters and decide the pros and cons of confessing to witchcraft and not confessing.
Assessments: Which way would you go?	Materials/Handouts: Copies of Act IV and supplemental worksheet

Reflection (What worked? What didn't? Improvements?):

This was the last act of the play and students were shocked to learn the ending and how historically accurate the play was.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: November 25-26, 2019</p>	<p>Lesson Title: <i>The Crucible</i> Discussion Questions</p>
<p>SWBAT: Answer critical thinking questions in five or more sentences.</p>	<p>South Dakota State Standard: 11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Prior Knowledge Needed: Having read <i>The Crucible</i></p>	<p>Description of Lesson: Students will be given two days to write a paragraph responding to each question. The questions include: 1) What is a crucible? How is it used? Justify Miller’s use of <i>The Crucible</i> as a title for his play, 2)How is Abigail responsible for starting the whole scare about witches in Salem? Is she lying? Insane? Possessed? If Abigail had not been caught dancing, would the witch trials still have been held? What makes you think so?, 3) “Them that will not confess will hang.” Explain the major irony of that kind of confession, 4) In a morality play, characters are intended to dramatize Good and Evil. In what ways is <i>The Crucible</i>?, and 5) Research “habeas corpus.” Explain how this right, guaranteed by the Constitution, might have influenced the proceedings at the Salem witch trials. Instructor will be monitoring discussions and having small conversations with table groups.</p>
<p>Assessments: Discussion Questions</p>	<p>Materials/Handouts: Copies of discussion questions</p>

Reflection (What worked? What didn’t? Improvements?):
I noticed students really enjoyed expressing their opinion. Initially they struggled with the 5 sentence expectation, but ultimately met the expectation.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: December 2-3, 2019</p>	<p>Lesson Title: Intro to <i>The Call of the Wild</i></p>
<p>SWBAT: Conduct research and cite sources.</p>	<p>South Dakota State Standard: 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>Prior Knowledge Needed: What is a credible source from the internet</p>	<p>Description of Lesson: Students will be given a “story board” filled with research questions that include: 1) Create a timeline of Jack London’s life (at least 5 significant events), 2) What was the Klondike Gold Rush? What was the California Gold Rush? Compare and Contrast, 3) Research Scotch Shepherds and St. Bernards. Why would they be ideal for dog sledding? What other dog breeds would fare well in the Arctic Circle?, 4) Research Alaska’s people and climate. Explain the living conditions of Alaskan people in the 1800s, 5) What are the Iditarod and its racing?, and 6) Create a map of the west coast, from the Yukon Territory to San Diego, California. Students will be required to cite their sources using MLA format.</p>
<p>Assessments: Storyboard</p>	<p>Materials/Handouts: Copies of storyboard Chromebooks</p>

Reflection (What worked? What didn’t? Improvements?):
Interestingly enough, students taught me something from this research project. Students enlightened me on the gold rush in the Black Hills and made connections to themselves. It was amazing.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: December 4, 2019</p>	<p>Lesson Title: Agree or Disagree</p>
<p>SWBAT: Debate with each other while remaining civil.</p>	<p>South Dakota State Standard: 11-12.SL.1 Initiate and participate effectively in a range variety of collaborative discussions (one on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p>Prior Knowledge Needed: Pets vs wild animals</p>	<p>Description of Lesson: Instructor will pose a statement on the board. If students agree, they will move to the right side of the room. If students disagree, they will move to the left side of the room. Students will be given one minute to write their answers on paper for accountability. After the minute, students and instructor will engage in a debate about the topic. The statements include: 1) dogs are not capable of having feelings, 2) animals are meant to be pets and nothing more, 3) we can judge the heart of a man by the way he treats animals, 4) heredity controls our fate, 5) only the strong survive, 6) greed makes people cruel, 7) people will adapt to their surroundings, and 8) it’s easier to survive</p>

	alone than with a group.
Assessments: N/A	Materials/Handouts: PowerPoint

Reflection (What worked? What didn't? Improvements?):
Amazing discussion. I couldn't keep up with the students raising their hands so fast. Everyone wanted a chance to talk and share their opinion. They are prepped for *The Call of the Wild*.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: December 5-13, 2019	Lesson Title: <i>The Call of the Wild</i>
SWBAT: Read <i>The Call of the Wild</i> while simultaneously completing guided reading and comparison charts.	South Dakota State Standard: 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Prior Knowledge Needed: N/A	Description of Lesson: Students will be listening to the audible of <i>The Call of the Wild</i> while following along in the book. Instructor will be pausing in pre-planned spots to discuss the happenings as well as insight a discussion. Students will be filling out their reading guides during these pauses to serve as a check for understanding. While the audible is playing, students will fill out a comparison chart. The chart makes the students compare and contrast the different owners the main character (who is a dog) had detailing what kind work he did with each owner and how they treated him.
Assessments: Comparison Charts	Materials/Handouts: <i>The Call of the Wild</i> book and audible Copies of comparison chart and reading guide.

<p>Reflection (What worked? What didn't? Improvements?): Students were 100% engaged in the book and audible. The audible was able to keep students on track and provide support for reading gaps with pronunciation of foreign words.</p>
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Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: December 16-18, 2019</p>	<p>Lesson Title: Literary Essay</p>
<p>SWBAT: Write a literary essay</p>	<p>South Dakota State Standard: 11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p>
<p>Prior Knowledge Needed: Read <i>The Call of the Wild</i></p>	<p>Description of Lesson: Students will be given the choice of three prompts: 1) Buck went from a life of leisure to one of hard work to one in the wild. Examine how he feels about each lifestyle as he lives them and concludes when he was the happiest, 2) During the story, Buck has visions of a squat man at the fire. What does he conclude about the vision, including the man and what he is afraid of?, and 3) How does the story depict the relationship between man and dog? Consider the time and place in your answer. Students will use the essay outline and Google Classroom to draft. Live edits will be made using Google Classroom. Finals drafts will be turned in using Google Classroom.</p>
<p>Assessments: Literary Essay</p>	<p>Materials/Handouts: Literary Essay prompt and rubric Chromebooks</p>

Reflection (What worked? What didn't? Improvements?):
The students enjoyed having a choice in what they wrote about and were allowed to conduct necessary research as long as they cited sources. Excited to read the results.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: January 6-9, 2020	Lesson Title: Into the Wild
SWBAT: Watch Into the Wild and make connections	South Dakota State Standard: 8.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Prior Knowledge Needed: <i>The Call of the Wild</i>	Description of Lesson: Students will engage in watching the movie “Into the Wild.” The main character in this movie based his life on the novel <i>The Call of the Wild</i> . He questioned society’s rules and made his own. Students will fill out the movie guide accompanied with the movie.
Assessments: Movie Guide	Materials/Handouts: “Into the Wild” movie from Amazon Copies of movie guide

Reflection (What worked? What didn’t? Improvements?):

Students noticed when the main character was reading *The Call of the Wild*. They were intrigued by this concept of living life off the grid. Critical thinking was happening without guided critical thinking questions.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: January 10, 2020	Lesson Title: Symbolism
SWBAT: Create symbols that represent their life.	South Dakota State Standard: 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone is appropriate to grade-specific task, purpose, and audience.
Prior Knowledge Needed: Symbolism	Description of Lesson: In the movie, “Into the Wild”, the main character had a belt that he forged with symbols that represented his life. Instructor will provide students with a paper belt and have them create their own version. Students are allowed to use words or drawings as their symbols.
Assessments: Belt	Materials/Handouts: Paper copy of belt

Reflection (What worked? What didn't? Improvements?):
Students did not initially understand the instructions. Next time, better instructions need to be given.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: January 13-17, 2020</p>	<p>Lesson Title: Application Essay</p>
<p>SWBAT: Write an application essay based on “Into the Wild”</p>	<p>South Dakota State Standard: 11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p>
<p>Prior Knowledge Needed: N/A</p>	<p>Description of Lesson: Students will be given the choice of three prompts: 1) How does the grip of the wilderness play a role in the imagination of McCandless and others like him?, 2) How does the allure of high-risk activities control young people of a certain mind?, and 3) What are the consequences of pursuing pure, total freedom? Students are given an extended amount of time for this essay as some research may need to be involved with finding statistics or other relevant research. Students will use the essay outline and Google Classroom to draft. Live edits will be made using Google Classroom. Finals drafts will be turned in using Google Classroom.</p>
<p>Assessments: Application Essay</p>	<p>Materials/Handouts: Application Essay prompt and rubric Chromebooks</p>

Reflection (What worked? What didn't? Improvements?):
I gave students the freedom to research at will. Everyone took advantage of the opportunity. Always have to make sure they are citing their sources. MLA format is important. I might need to add a mini-lesson on how to do it properly.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: January 20-24, 2020	Lesson Title: MAPS Test
SWBAT: Complete the MAPS test.	South Dakota State Standard: N/A
Prior Knowledge Needed: N/A	Description of Lesson: Students will complete the second round of MAPS testing.
Assessments: MAPS	Materials/Handouts: Chromebooks

Reflection (What worked? What didn't? Improvements?):

Students were ready to get the test over with. They desired to grow which is good.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: January 27-29, 2020</p>	<p>Lesson Title: <i>Invisible Man</i> Pre-Reading</p>
<p>SWBAT: Conduct research and cite sources.</p>	<p>South Dakota State Standard: 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>Prior Knowledge Needed: What is a credible source from the internet</p>	<p>Description of Lesson: Students will be given a “story board” filled with research questions that include: 1) Define each word and provide an example of each: Irony, Motif, Satire, Taboo, Stereotype, and Existentialism, 2) Create a timeline of African American History. Include at least 5 significant events and explain them, 3) Research “Harlem 1900 to 1940.” What were the living conditions like for African Americans?, 4) What are Jim Crow laws and how were they used?, 5) What was America like after the Civil War? Describe key details in the North and the South, 6) What is the Blues? 7) How was jazz music used to protest in the 1900s?, 8) Who was Malcom X?, 9) Explain three of Malcom X’s teachings, 10) Are Malcom X’s teaching still practiced today? If so, how?</p>
<p>Assessments: Storyboard</p>	<p>Materials/Handouts: Copies of storyboard Chromebooks</p>

Reflection (What worked? What didn’t? Improvements?):
Students are getting into the routine of doing research before reading a book. They actually looked forward to what they would research.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: January 30, 2020</p>	<p>Lesson Title: “The ‘N’ Word: It just slips out”</p>
<p>SWBAT: Read and respond to critical thinking questions.</p>	<p>South Dakota State Standard: 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>
<p>Prior Knowledge Needed: N/A</p>	<p>Description of Lesson: Students will be given the article, “The ‘N’ Word: It just slips out” by Allen Francis. This article discusses how the word is used and whether or not it should be used. This is to get students in the mindset of what are going to discuss in our upcoming book. Students will individually answer the critical thinking questions involving who has the right to say the word and how do you feel about it.</p>
<p>Assessments: Critical thinking questions</p>	<p>Materials/Handouts: “The ‘N’ Word: It just slips out” Critical thinking questions</p>

Reflection (What worked? What didn’t? Improvements?):
A surprising number of students did not know the origin of the word. Most were using it without knowing the impact.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: February 4, 2020</p>	<p>Lesson Title: The ‘N’ Word Discussion</p>
<p>SWBAT: Debate a very sensitive topic while being remaining civil.</p>	<p>South Dakota State Standard: 11-12.SL.1 Initiate and participate effectively in a range variety of collaborative discussions (one on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p>Prior Knowledge Needed: Racism in the south after the Civil War</p>	<p>Description of Lesson: Instructor will ask students what the ‘N’ word is. This is intentional to make the students hesitate. Instructor will guide discussion on why they felt uncomfortable saying the word to me. After discussion, students will engage in a CNN video where the NAACP symbolically buried the word. Discussion to follow. Then students will watch an interview with Oprah and Jay-Z who have two different opinions. Jay-Z believes the word can be said by African Americans as a way to reclaim the word while Oprah believes you cannot take the racism out of the word. Discussion to follow. Finally, students will be asked to compare the use of the word with the use of the word savages</p>

	against Native Americans. Students will participate in a free write explaining all their thoughts on the matter.
Assessments: Freewrite	Materials/Handouts: Supplemental videos

Reflection (What worked? What didn't? Improvements?):
This went way better than expected. Students were respectful and engaged in the discussion. They were intrigued and most expressed an interest in reading the next book.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: February 5, 2020</p>	<p>Lesson Title: Invisibility</p>
<p>SWBAT: Write an essay responding to the prompt.</p>	<p>South Dakota State Standard: 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<p>Prior Knowledge Needed: How to make a web chart</p>	<p>Description of Lesson: Instructor will have students make a web chart with six bubbles on a blank sheet of paper. Students will be instructed to write down an “I am” statement in each bubble. Instructor will model expectations. Students will underline things they can change and circle things they cannot. Finally, students will construct an essay discussing what their life would be like if one of things did change.</p>
<p>Assessments: Essay</p>	<p>Materials/Handouts: Blank paper</p>

Reflection (What worked? What didn’t? Improvements?):
Students wrote great reflections on how their life would be different if one thing changed. I was proud of the results.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: February 6, 2020 (Sub)</p>	<p>Lesson Title: Agree or Disagree</p>
<p>SWBAT: Respond to a statement</p>	<p>South Dakota State Standard: 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone is appropriate to grade-specific task, purpose, and audience.</p>
<p>Prior Knowledge Needed: What is racism?</p>	<p>Description of Lesson: Students will read a given statement and respond in complete sentences as to whether or not they agree or disagree in complete sentences. Statements include: 1) racism is still a problem today, 2) personal identity is based on how others look at you, 3) Conforming to society’s expectations results in the loss of self-identity, 4) stereotypes are usually accurate, 5) focusing on the positive will erase problems, 6) standing for your beliefs earns you respect, 7) Personal responsibility is more important than social responsibility, 8) leaders always have your best interest in mind, 9) the minority cannot win against the majority, and 10) hiding your true feelings is the best way to avoid conflict.</p>
<p>Assessments: Agree or disagree</p>	<p>Materials/Handouts: Supplemental worksheet</p>

Reflection (What worked? What didn’t? Improvements?):
Students really enjoy the debating activity. Will continue with this.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: February 10, 2020	Lesson Title: The North vs. The South
SWBAT: Identify key differences between the North and the South post Civil War.	South Dakota State Standard: 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
Prior Knowledge Needed: Segregation Jim Crow Laws Civil War causes and outcome	Description of Lesson: Students will be working from their <i>Invisible Man</i> packets. They will use a post Civil War map of the United States and identify which states were in the North and which states made up the South. Students will be given 10 minutes and are allowed to work together. After this, the instructor will put states on the board regarding the conditions of living in each place. Students will be required to name whether or not this was a norm in the North or the South. The instructor will not reveal the correct answer until students present their reasoning as to why they believe this way.
Assessments: N/A	Materials/Handouts: PowerPoint Map post Civil War

Reflection (What worked? What didn't? Improvements?):

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: February 11, 2020</p>	<p>Lesson Title: Agree or Disagree</p>
<p>SWBAT: Debate with each other while remaining civil.</p>	<p>South Dakota State Standard: 11-12.SL.1 Initiate and participate effectively in a range variety of collaborative discussions (one on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p>Prior Knowledge Needed: N/A</p>	<p>Description of Lesson: Instructor will pose a statement on the board. If students agree, they will move to the right side of the room. If students disagree, they will move to the left side of the room. Students will be given one minute to write their answers on paper for accountability. After the minute, students and instructor will engage in a debate about the topic. The statements include: 1) Stereotypes are based on truth, 2) Your identity is based on how others see you, 3) Racism is less of a problem today than it was 20 years ago, 4) If you stay positive good things will happen to you, 5) You should stand up for what you believe in, 6) Minorities in America are no longer oppressed, 7) Sometimes it is better</p>

	to run to avoid conflict, 8) People who are outcasts choose to be that, not society, 9) Your skin color has no effect on your success in life, and 10) Money changes people.
Assessments: Written answers	Materials/Handouts: PowerPoint with statements Blank paper

Reflection (What worked? What didn't? Improvements?):
Students are receptive to this activity. They love being able to express their opinions.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: February 12, 2020</p>	<p>Lesson Title: Why is <i>Invisible Man</i> banned?</p>
<p>SWBAT: Read an article and answer associated questions.</p>	<p>South Dakota State Standard: 11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
<p>Prior Knowledge Needed: What are banned books? Blues</p>	<p>Description of Lesson: Students, with guidance from the instructor, will read the article, “‘Invisible Man’ may reappear in North Carolina county’s schools.” Students will answer the following questions by “chunking” the material. Meaning, students will answer each question in a given time frame to be discussed afterward. 1) Identify the date and setting of this article (date and place), 2) Why was <i>Invisible Man</i> banned from school?, 3) Did the banning of <i>Invisible Man</i> draw attention to the rural town, if so how?, 4) What does banned books week celebrate?, 5) “The book includes passages describing incest and rape.” With this knowledge, do you think the book should be banned? Why or why not?, 6) “I doubt the entire board read the book before they decided to ban it,” one reader wrote the newspaper.” Based on this quote, it can be assumed that people make decisions before knowing all the facts. Do you agree or disagree? Why or why not?, and 7) Do you believe that books should be banned? Does banning books go against the first amendment? Students will then silently read, “New York City Riot of 1943” and answer the following question independently: On the lines below, react to this article. How do you think it will be relevant to our book? Did you enjoy the reading? What did you learn? Finally, students will listen/read, “Black and Blue” by Louis Armstrong. Each stanza will be interpreted by instructor led discussion.</p>
<p>Assessments: Supplemental Quesetions</p>	<p>Materials/Handouts: Packets Spotify for song</p>

Reflection (What worked? What didn't? Improvements?):

Students did not know that some books were banned. Very good discussion as to why our book is banned in some schools.

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: February 14, 2020	Lesson Title: Rules to Live By
SWBAT: Identify rules that guide their life choices.	South Dakota State Standard: 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience
Prior Knowledge Needed: Religion Traditions Laws	Description of Lesson: Students will be given the prompt: We all have certain rules for the way that we wish to live. Some of these rules are passed on through family, religion, values and even club/organization policies. As we grow we even learn to form rules based on our own experiences. Create three rules that you think are important to live by and creatively illustrate each. Students will have the class period to finish the activity.
Assessments: Description/Illustration of Rules	Materials/Handouts: Supplemental worksheet

Reflection (What worked? What didn't? Improvements?):

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: February 18-26, 2020</p>	<p>Lesson Title: <i>Invisible Man</i> Prologue to Chapter 6</p>
<p>SWBAT: Look up associated vocabulary words and listen/read the Prologue.</p>	<p>South Dakota State Standard: 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<p>Prior Knowledge Needed: Dictionary</p>	<p>Description of Lesson: Students will be given 20 minutes at the beginning of class to define the terms from the Prologue to Chapter 6 of <i>Invisible Man</i>. Students will then listen to the Prologue of <i>Invisible Man</i> (11 minutes and 33 seconds long). Then over the next 7 days students will listen to Chapter 1 (36 minutes and 26 seconds long), Chapter 2 (1 hour, 12 minutes, and 48 seconds long), Chapter 3 (48 minutes and 58 seconds long), Chapter 4 (21 minutes and 11 seconds long), Chapter 5 (1 hour, 4 minutes, and 35 seconds long), and Chapter 6 (26 minutes and 20 seconds long). Instructor will pause the book when appropriate to follow the reading guide and insight a discussion. After reading the Prologue, students will answer critical thinking questions involving the themes, ideas, and events. After reading Chapter 1, students will answer critical thinking questions involving the themes, ideas, and events. After reading Chapter 2-3, students will answer critical thinking questions involving the themes, ideas, and events. After reading Chapter 4-6, students will answer critical thinking questions involving the themes, ideas, and events. Once finished with Chapter 6, students will participate in character analysis and color symbolism discussion/written activity.</p>
<p>Assessments: Reading Guide</p>	<p>Materials/Handouts: <i>Invisible Man</i> Book Packet with reading guide Critical thinking questions</p>

Reflection (What worked? What didn't? Improvements?):

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: February 27 to March 5, 2020</p>	<p>Lesson Title: <i>Invisible Man</i> Chapter 7 to 11</p>
<p>SWBAT: Look up associated vocabulary words and listen/read.</p>	<p>South Dakota State Standard: 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<p>Prior Knowledge Needed: Dictionary</p>	<p>Description of Lesson: Students will be given 20 minutes at the beginning of class to define the terms from Chapter 7 to Chapter 11 of <i>Invisible Man</i>. Students will then listen to Chapter 7 of <i>Invisible Man</i> (19 minutes and 41 seconds long). Then over the next 6 days students will listen to Chapter 8 (18 minutes and 27 seconds long), Chapter 9 (46 minutes, and 39 seconds long), Chapter 10 (1 hour, 4 minutes and 31 seconds long), and Chapter 11 (40 minutes and 21 seconds long). Instructor will pause the book when appropriate to follow the reading guide and insight a discussion. After reading the Prologue, students will answer critical thinking questions involving the themes, ideas, and events. After reading Chapter 7-9, students will answer critical thinking questions involving the themes, ideas, and events. After reading Chapter 10, students will answer critical thinking questions involving the themes, ideas, and events. After reading Chapter 11, students will answer critical thinking questions involving the themes, ideas, and events. Once finished with Chapter 11, students will participate in character analysis and color symbolism discussion/written activity.</p>
<p>Assessments: Reading Guide</p>	<p>Materials/Handouts: <i>Invisible Man</i> Book Packet with reading guide</p>

Reflection (What worked? What didn't? Improvements?):

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: March 6-13, 2020</p>	<p>Lesson Title: <i>Invisible Man</i> Chapter 12 to 19</p>
<p>SWBAT: Look up associated vocabulary words and listen/read.</p>	<p>South Dakota State Standard: 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<p>Prior Knowledge Needed: Dictionary <i>Invisible Man</i> Prologue to Chapter 11</p>	<p>Description of Lesson: Students will be given 20 minutes at the beginning of class to define the terms from Chapter 12 to Chapter 19 of <i>Invisible Man</i>. Students will then listen to Chapter 12 of <i>Invisible Man</i> (20 minutes long). Then over the next 8 days students will listen to Chapter 13 (1 hour, 10 minutes and 17 seconds long), Chapter 14 (43 minutes, and 55 seconds long), Chapter 15 (27 minutes and 22 sentences long), Chapter 16 (50 minutes and 7 seconds long), Chapter 17 (51 minutes, and 7 seconds long), Chapter 18 (45 minutes and 23 seconds long), and Chapter 19 (25 minutes and 56 seconds long). Instructor will pause the book when appropriate to follow the reading guide and insight a discussion. After reading Chapter 12-15, students will answer critical thinking questions involving the themes, ideas, and events. After reading Chapter 16-17, students will answer critical thinking questions involving the themes, ideas, and events. After reading Chapter 18-19, students will answer critical thinking questions involving the themes, ideas, and events. Once finished with Chapter 19, students will participate in character analysis and color symbolism discussion/written activity.</p>
<p>Assessments: Reading Guide</p>	<p>Materials/Handouts: <i>Invisible Man</i> Book Packet with reading guide</p>

Reflection (What worked? What didn't? Improvements?):

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: March 23-31, 2020</p>	<p>Lesson Title: <i>Invisible Man</i> Chapter 20 to Epilogue</p>
<p>SWBAT: Look up associated vocabulary words and listen/read.</p>	<p>South Dakota State Standard: 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<p>Prior Knowledge Needed: Dictionary <i>Invisible Man</i> Prologue to 19</p>	<p>Description of Lesson: Students will be given 20 minutes at the beginning of class to define the terms from Chapter 20 to Epilogue of <i>Invisible Man</i>. Students will then listen to Chapter 20 of <i>Invisible Man</i> (40 minutes and 21 seconds long). Then over the next 6 days students will listen to Chapter 21 (33 minutes and 28 seconds long), Chapter 22 (31 minutes, and 31 seconds long), Chapter 23 (1 hour, and 4 minutes long), Chapter 24 (40 minutes and 16 seconds long), Chapter 25 (1 hour, 5 minutes, and 25 seconds long), and the Epilogue (3 minutes and 5 seconds long). Instructor will pause the book when appropriate to follow the reading guide and insight a discussion. After reading Chapter 20-21, students will answer critical thinking questions involving the themes, ideas, and events. After reading Chapter 22-23, students will answer critical thinking questions involving the themes, ideas, and events. After reading Chapter 24-Epilogue, students will answer critical thinking questions involving the themes, ideas, and events. Once finished with the Epilogue, students will participate in character analysis and color symbolism discussion/written activity.</p>
<p>Assessments: Reading Guide</p>	<p>Materials/Handouts: <i>Invisible Man</i> Book Packet with reading guide</p>

Reflection (What worked? What didn't? Improvements?):

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: April 1, 2020	Lesson Title: Quotation Analysis
SWBAT: Read the quote from <i>Invisible Man</i> and explain its significance.	South Dakota State Standard: 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
Prior Knowledge Needed: Having read <i>Invisible Man</i>	Description of Lesson: Students will be given a set of quotes from the book and will be asked to explain the significance of it. Additionally, students will be asked to explain what the quote means in their own words.
Assessments: Quotation Analysis	Materials/Handouts: Quotes

Reflection (What worked? What didn't? Improvements?):

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

<p>Date: April 2-3, 2020</p>	<p>Lesson Title: Literary Essay</p>
<p>SWBAT: Write a literary essay based on <i>Invisible Man</i>.</p>	<p>South Dakota State Standard: 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p>
<p>Prior Knowledge Needed: Having read <i>Invisible Man</i></p>	<p>Description of Lesson: Essay Prompt: What does it mean to be invisible? Was there a time you felt invisible? Do you know someone who sometimes feels invisible? What caused you, or someone else, to feel this way? Who do you feel is invisible at school? In your community? In the country? Why? Give examples to support your answers. Students will then use the essay outline to write their thesis statement, three body paragraphs with support, and their conclusion. Finally, students will create a rough draft for the instructor to read using Google Classroom. Edits can be made live while they are typing. Students will grade themselves using the rubric and turn in their final copy via Google Classroom.</p>
<p>Assessments: Essay</p>	<p>Materials/Handouts: Essay prompt</p>

Reflection (What worked? What didn't? Improvements?):

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: April 6-8, 2020	Lesson Title: Introduction to <i>The Great Gatsby</i>
SWBAT: Effectively research historical questions and cite accordingly.	South Dakota State Standard: 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Prior Knowledge Needed: Google search bar Reliable resources How to cite sources	Description of Lesson: Students will be given a “story board” filled with research questions about the author F. Scott Fitzgerald, The Arts, Famous People of the 1920s, Prohibition, and Planes, Trains, and Automobiles. Students will be given three days to research properly. They are required to cite their sources using MLA format.
Assessments: Storyboard	Materials/Handouts: Storyboard handout Chromebooks

Reflection (What worked? What didn't? Improvements?):

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: April 9, 2020	Lesson Title: Finances in the 1920s
SWBAT: Identify key differences in the economy of the 1920s to the present.	South Dakota State Standard: 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
Prior Knowledge Needed: Current economy	Description of Lesson: Students will be given “Fitzgerald’s Pocketbook.” This worksheet outlines how much it would cost to throw one of Gatsby’s lavish parties. Students will calculate the expenses and compare them to the current economy.
Assessments: N/A	Materials/Handouts: Supplemental worksheet Calculators

Reflection (What worked? What didn’t? Improvements?):

Lesson Plans-English III 2019-2020 Heather Hinkle, Instructor

Date: April 14-22, 2019	Lesson Title: <i>The Great Gatsby</i>
SWBAT: Read <i>The Great Gatsby</i> while simultaneously completing guided reading and comparison charts.	South Dakota State Standard: 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Prior Knowledge Needed: N/A	Description of Lesson: Students will be listening to the audible of <i>The Great Gatsby</i> while following along in the book. Instructor will be pausing in pre-planned spots to discuss the happenings as well as insight a discussion. Students will be filling out their reading guides during these pauses to serve as a check for understanding.
Assessments: Reading guide	Materials/Handouts: <i>The Great Gatsby</i> book and audible Copies of reading guide

Reflection (What worked? What didn't? Improvements?):
