XXX HIGH SCHOOL
Lesson Plan Template

Teacher _Julia_

Week of *February 27- March 3*

Co-Teacher *N/A*

Course *English II*

	Monday	Tuesday	Wednesday	Thursday	Friday
TNReady Standards (includes EOC SPIs)	RL 10.1, 10.2, 10.3	RL 10.1, 10.2, 10.3	RL 10.1, 10.2, 10.3	RL 10.1, 10.2, 10.3	RL 10.1, 10.2, 10.3
Learning Target(s)/ Objective: *What will students know & be able to do as a result of this lesson?* **% Student Mastery**	100% of all students will provide strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. 100 % of all students will write an objective summary of a text. 80% of all students will provide an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the text. 75% of all students will provide an analysis of how	100% of all students will provide strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. 100 % of all students will write an objective summary of a text. 80% of all students will provide an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the text. 75% of all students will provide an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text.	100% of all students will provide strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. 100 % of all students will write an objective summary of a text. 80% of all students will provide an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the text. 75% of all students will provide an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text.	100% of all students will provide strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. 100 % of all students will write an objective summary of a text. 80% of all students will provide an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the text. 75% of all students will provide an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of	100% of all students will provide strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. 100 % of all students will write an objective summary of a text. 80% of all students will provide an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the text. 75% of all students will provide an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text.

Teacher   Julia

Week of *February 27- March 3*

Co-Teacher   N/A

Course   *English II*

	complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text.			the text.	
Assessing and Advancing Questions *(Assessing questions determine student understanding; advancing questions move the student to a higher level of thinking)*	**Assessing Questions** 1. Where does the scene take place? 2. What is the topic of discussion among Marullus, Flavius, the carpenter and the cobbler? 3. Why are all of the people out in the street? **Advancing Questions** 1. Think back to the documentary on Julius Caesar. Consider the title	**Assessing Questions** 1. Where does the scene take place? 2. Describe the atmosphere. 3. What is happening in Rome at this time? **Advancing Questions** 1. Think of effective leaders—either public figures or people whom you know. What qualities do they have in common? 2. What makes a person persuasive?	**Assessing Questions** 1. What are the two types of characters we learned about? Two more types are round and flat characters. Look up the definition for each in your book. 2. What is classical literature? 3. What is an archetype? 4. What is traditional literature?	**Assessing Questions** 1. What is plot? 2. What does it mean when a character advances the plot? 3. Identify one character that is advancing the plot. **Advancing Questions** 1. Describe how this character is advancing the plot? 2. Create an alternate way in which this character could have	**Assessing Questions** 1. What is mood? 2. What is tone? 3. How are tone and mood related? **Advancing Questions** 1. What is the topic of conversation in lines 15-24? What is Shakespeare's tone toward this topic? 2. What is the mood in lines 15-24? How does Shakespeare use repetition to establish mood? 3. Evaluate whether Shakespeare should have used another

Teacher Julia

Week of *February 27- March 3*

Co-Teacher N/A

Course *English II*

	of the play? Is it appropriate why or why not? 2. Consider the setting for this scene. Is it appropriate why or why not? 2. Evaluate the importance of profession during this time. What did profession say about a person during this time?	3. What can we learn about characters from their speech?	**Advancing Questions** 1. How does the main character reflect an archetype in classical literature? 2. What characteristic does he have that is considered an archetype in traditional literature? 3. How did the historical time in which this story was written influence the figurative language employed by the author?	advanced the plot. 3. Evaluate whether another character could have done a better job advancing the plot based on their traits and personality?	rhetorical device to establish the mood in lines 15-24.
Core Lesson **Bell Work**	Which of the following conclusions about new theories in science can reasonably be drawn from the passage? A. Important new theories will eventually be accepted, no matter how controversial	Which of the following best describes how Frank's colleagues perceived him after he first presented the small-comet theory? F. Their doubts about the theory led them to also question his work on particles in space. G. They felt his theory had	The author uses the fourth paragraph (lines 27–33) primarily to: F. continue his earlier criticisms of scientists. G. reveal the role science serves in society. H. present then undermine common perceptions of scientists. J. explain the difference	According to the passage, the research that led to the development of the small-comet theory began with a project originally intended to study: A. the electrical activity accompanying sunspots.	The passage indicates that at the time Frank and Sigwarth presented new evidence supporting the small comet theory, Frank most nearly felt: A. relieved but bitter about how he had been treated. B. grateful that ridicule of his work would end. C. proud that he had been

Teacher   *Julia*

Week of *February 27- March 3*

Co-Teacher   *N/A*

Course   *English II*

	they are or who proposes them. B. Important but unusual new theories have a better chance at acceptance when they are proposed by well-respected scientists. C. Research on new, nontraditional theories is widely respected within the scientific community. D. Scientists welcome the opportunity to overturn existing ideas in favor of useful new theories.	ruined his reputation as a widely respected scientist. H. He acquired a reputation among them as someone who had worked hard to develop his theory. J. They still respected his traditional research but felt he was overly committed to an improbable theory.	between theoretical and practical scientific research.	B. water entering Earth's upper atmosphere. C. static in satellite transmissions. D. specks in satellite images	proved right. D. satisfied and filled with anticipation of glory.

INSTRUCTIONAL PROCEDURES

Text *(What text(s) are the students reading?)*	Tragedy of Julius Caesar	Tragedy of Julius Caesar	Tragedy of Julius Caesar	Tragedy of Julius Caesar	Tragedy of Julius Caesar
Task(s) *(What tasks are the students completing related to the text(s)?)*	Cold Read of Act 1 Scene 1 and Annotate Act I Scene 1	Cold Read of Act 1 Scene 2 and complete ACE for the following TDQs? 1. How does Shakespeare introduce Caesar's character Students will complete summaries of Act 1, Scene 1 and 2.	Explain the simile Cassius uses in Lines 142-145. How does Shakespeare describe Cassius in lines 204-217.	Students will listen to a masterful read of Act 1. 3 lines 1-165 and focus on central ideas of the text. Provide a statement about the theme or central idea of text.	Create a character list and then determine which ones are complex in nature and write an 8-10 line par. about your character.

Teacher _Julia_

Week of _February 27- March 3_

Co-Teacher _N/A_

Course _English II_

		2. What does Caesar's interaction with the Soothsayer suggest about Caesar's character? 3. What kind of relationship is Cassius trying to build with Brutus? Task: How does Shakespeare develop the following characters, Caesar, Brutus, or Cassius?			
**Talk** (How will students communicate their ideas verbally?)	Which characters are most important (and complex)?	What do the main characters in the story want and why do they want it?	What do the main characters' desires tell you about them?	What is tension? Does tension exists between any other characters? Explain?	Do any of the characters evolve over the course of Act I? If so who and how?
**Checks for Understanding**	Are students giving the correct answers?	Are students giving the correct answers?	Are students giving the correct answers?	Are students giving the correct answers?	Are students giving the correct answers?
**Closure**	Exit Ticket Advancing Question #1	Exit Ticket Advancing Question #2	Exit Ticket Assessing Question #1	Exit Ticket Assessing Question #2	Exit Ticket Assessing Question #3
**Pre-Assessment Data**	Mastery Connect	Mastery Connect	Mastery Connect	Mastery Connect	Mastery Connect