



SUMTER HIGH SCHOOL

2024-2025 LESSON PLAN TEMPLATE

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| Teacher Marra Masuhod | Subject English Language Arts | A Celebration of Human Achievement (1485 AD – 1660 AD) | Block(s) 1, 2, 4 | Date Range September 13, 2024 |
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| <p>Standards:</p> <p>Evaluate and critique how context and key elements (plot, character) work together to enhance and deepen meaning or style ELA.E4.AOR.1.1</p> <p>Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes ELA.E4.C.7.1</p> <p>Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim ELA.E4.C.3.1</p> | <p>Objectives:</p> <p>TSWBAT: Read and analyze British literature.</p> <p>TSWBAT: Identify key figures during the English Renaissance period.</p> <p>TSWBAT: Organize and present information from a historical period using a sequence chart.</p> |
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| <p>ESSENTIAL QUESTIONS</p> <p><i>What are the questions that will drive the content and skills that you will teach?</i></p> | <p><i>How do you defy expectations?</i></p> |
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INSTRUCTIONAL ACTIVITIES (covering multiple days as/if required by unit)

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| <p>5 E Model of Instruction</p> | <p>Friday</p> |
| <p>Engage</p> <p><i>Lesson hook, anchor activity, anticipatory set, activating prior knowledge</i></p> | <p>Engage/ Warm Up:</p> <ul style="list-style-type: none"> ●Analyze the Image |



What details in Queen Elizabeth I's clothing and in the background may symbolize achievements during her reign?

Possible response: The ships on Elizabeth's dress symbolize the power of the British navy. Other images on her dress, such as the stringed instrument and the beakers, represent developments in music and science. The scenes in the background and Shakespeare's portrait on her dress symbolize Elizabethan achievements in literature and drama.

DYAD ACTIVITY

The Renaissance is often considered a "golden age," a period of great achievement.

If you could go back in time, what period would you live in? Which aspects of that period make it your chosen golden age? Discuss your ideas with a partner.

Explore

*Guided practice,
manipulation of
material*

Explore / Mini Lesson: (Review)

- Set the Stage
- Introduce the unit by playing the Stream to Start video. After the video, ask students to identify some key changes that took place in England during the reign of Queen Elizabeth I. (Students might discuss how Queen Elizabeth I favored exploration over war.
- They might also mention that Elizabeth promoted the Church of England over the Catholic Church.)
- Read aloud the ESSENTIAL QUESTION and ask students to express their initial thoughts based on the video.

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| | Present the videos on the storyboard-FROM COLONIAL TO A COUNTRY (Classroom Experience) |
| <p>Explain</p> <p><i>Direct instruction, lecture, independent practice</i></p> | <p>Direct Instruction- Discuss and present the storyboard on the English colonization in America. https://www.canva.com/design/DAGQatKWF9Q/ceLi6MOcu9s1f2Ge49ZWSg/view?utm_content=DAGQatKWF9Q&utm_campaign=designshare&utm_medium=link&utm_source=editor</p> <p>Independent Practice- Reading</p> <p>Introduce...</p> <ul style="list-style-type: none"> • 'The English Renaissance- A Celebration of Human Achievement • The essay provides students with a historical context for the Unit 2 selections. It presents a brief overview of the major ideological, political, and religious changes that shaped England during the time period 1485–1660. (HMH) <p>Writing</p> <ul style="list-style-type: none"> • Think of a question you have about a topic, an event, or a person from the historical period. Then, research the answer and add it as an entry to the timeline using a sequence chart. |
| <p>Elaborate</p> <p><i>Extension of understanding, application of concepts</i></p> | <p>Communication & Research Skills</p> <ul style="list-style-type: none"> • To learn more about their chosen topic, students will search for primary sources from the historical period. Students will choose excerpts from a source to present to the class. |
| <p>Evaluate</p> <p><i>Assessment of understanding (formative & summative)</i></p> | <p>Evaluate / Closure: Presentation of Historical Facts-Timeline-Groupwork</p> <p>Evaluate / Homework: * Read The Tragedy of Hamlet HMH and answer the Close Reading questions (posted in Schoology)</p> <p>Exit Ticket Review the Essential Question. Perhaps it relates to something you have read or reminds you of a personal experience. Write down your thoughts. about the Essential question:</p> <p>How do you defy expectations?</p> |

Essential Vocabulary:

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| Plot | Setting | Rising Action | Climax | Falling Action |
| Resolution | Theme | Conflict | Sensory Imagery | |

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| <p>Differentiation: How will you meet the individual and diverse needs of your students?</p> <p>Think about including one or more of these: Literacy levels, interventions, anticipation of students' misconceptions, accommodations/modifications, extension of knowledge, scaffolding where appropriate, learning styles, etc.</p> | <ul style="list-style-type: none"> ● Students will be provided with additional time to complete assignments as needed. Reteaching will be utilized as well. Key concepts will be reviewed daily. ● The Edmentum/Exact Path program will provide students with additional practice of essential skills, and it is designed to meet the needs of students at their current levels of understanding. <ul style="list-style-type: none"> • When Students Struggle, pp. 73, 78, 79 • Summary with Targeted Passages, pp. 76, 81 • To Challenge Students, p. 77 • Scaffolding for English Learners, pp. 80, 82, 83 ● DIFFERENTIATED INSTRUCTION ● Scaffolding for English Learners ● Use Cognates Provide students with Spanish cognates for the following Academic Vocabulary words. ● Substantial/Moderate ● ambiguous: ambiguo ● anticipate: anticipar ● conceive: concebir ● integrity: integridad ● • ambiguous: ambiguo ● • anticipate: anticipar ● • conceive: concebir ● • integrity: integridad |
| <p>Thinking Ahead What will you do next for your students; why? Consider students who mastered the learning target at different levels or not at all.</p> | <ul style="list-style-type: none"> ● Students who master the learning targets will be provided with additional opportunities to display their understanding through the use of educational programs (Exact Path, EdPuzzle, CommonLit, etc.). ● Students who do not meet learning targets will be provided with additional practice. Assignments will be chunked as needed, and additional time to complete assignments will be provided as well. |