Daily Lesson Plan Breakdown

5 Weeks ~ 19 days

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| Monday, September 8, 2014: Day 1: 45 minutes |
| Lesson topic: The Things You Carry  [Introduction to the unit and *The Things They Carried*] |
| Content Standard(s):  [CCSS.ELA-Literacy.RL.11-12.3](http://www.corestandards.org/ELA-Literacy/RL/11-12/3/) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| Goal(s):   1. Students will consider the things they carry in their own lives, both physical and emotional. 2. Students will make connections between their own lives and the characters in *The Things They Carried* while reading Chapter 1. |
| Materials: Lots of rocks (both small and bigger), hand out class copy of *The Things They Carried* |
| Homework due: None |
| Learning Activities:   1. Introductory Rock Activity: We would do this activity on the very first day of the unit because what the men carry in *The Things They Carried* is the central idea to the novel. This activity would be hopefully make the students curious about the novel we’re about to start and would get them thinking about what their narrative topics will be without them even realizing it. I will ask students to take out a piece of paper and write down everything they have in their pockets and backpacks. After they’ve been given some time to do this, I would ask them to come up to the front and get a bucket/bag and as many rocks as they have items listed on their list and put them in the bucket. I would ask them to try to pick up the bucket/bag. What do they notice about the weight of one rock versus their whole bag of rocks? Next, I will ask them to continue their list and write down all of the emotional baggage they feel they carry (Example: pressure from my parents to do well in school, pressure from my coach to perform well in football, grief from missing my grandfather who passed away last year, sadness from the bullying I endure, frustration with my siblings, etc.) After students have done this, I would ask them to come to the front and get as many larger rocks as they have abstract items on their list. (I would probably use pebbles or river rocks for the physical things and about hand-sized stones for the abstract items.) After students had put these rocks in their bag, I’d ask them to try to lift their bag now. Why do they think that our abstract baggage would be represented by bigger/heavier rocks than our physical baggage? *(30 minutes)* 2. After this activity, students will spend the remainder of the class period starting the novel and keeping a journal of their thoughts regarding the things the characters carry and the things they carry and the connections that can be made. What do the things the men carry say about them? What do the things you carry say about you? Jot down any other things you find interesting or that you have questions about. (Notes should be about one page handwritten.) *(15 minutes)* |
| Homework Assigned: Finish reading Chapter 1: “The Things They Carried” in *TTC* with one handwritten page of notes. |
| Notes: |

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| Tuesday, September 9, 2014: Day 2: 45 minutes |
| Lesson topic: Vietnam & Tim O’Brien  [Brief History of the Vietnam War and Tim O’Brien & The Things You Carry pre-writing poem] |
| * Content Standard(s): * [CCSS.ELA-Literacy.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. * [CCSS.ELA-Literacy.RI.11-12.7](http://www.corestandards.org/ELA-Literacy/RI/11-12/7/) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| Goal(s):   1. Students will gain a better understand the history of the Vietnam War. 2. Students will get to know the author, Tim O’Brien, better by watching a film. 3. Students will begin the pre-writing for their personal narrative. |
| Materials: *The Things They Carried* |
| Homework due: Chapter 1: The Things They Carried in *TTC* read with one handwritten page of notes. |
| Learning Activities:   1. Lecture: Brief history of the Vietnam War (with PowerPoint). *(10 minutes)* 2. Watch first segment of TIM O’BRIEN: How To Tell A True War Story (0:00-15:00). This video not only introduces O’Brien at an author, but gives good video footage of Vietnam and O’Brien reads parts from chapter 1 that students have read for class today. *(15 minutes)* 3. The Things You Carry Pre-writing Poem: For this activity, students will be continuing their thinking about the things they carry in their own life. This poetry writing activity will be a way for them to narrow down some ideas on what they might like to write about for their personal narrative. I will ask the students to think about some of things you carry in your own life or would carry if you were going to war. These things could be physical items (a special necklace, an important book, a letter or photograph) or these things could be more figurative (the loss of a loved one, pride for your country, love for someone special). Think about what we discussed during the rock activity and the lists we made about the things we carry in our own lives. Also, refer back to the first chapter in *The Things They Carried* that we’ve read.Try to include some of the aspects of O’Brien’s writing in your own based on what you’ve read in the first chapter. [See PowerPoint under “Class Notes/Handouts” section.] *(20 minutes)* |
| Homework Assigned: Assign/handout the Dialectical Journal Assignment Sheet/grading criteria. Read Chapters 2 & 3: “Love” & “Spin” in *TTC* + Dialectical Journal |
| Notes: Link for TIM O’BRIEN: How To Tell A True War Story: <http://www.youtube.com/watch?v=TXRSh6I1ECw>  Vietnam War Slideshare link: <http://www.slideshare.net/jhaney96/the-vietnam-war-6695018> |

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| Wednesday, September 10, 2014: Day 3: 95 minutes |
| Lesson topic: How can the things I carry tell a story?  [Introduce personal narrative essay] |
| Content Standard(s):  [CCSS.ELA-Literacy.SL.11-12.1b](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| Goal(s):   1. Students will share their writing with their peers and receive feedback on their ideas. 2. Students will understand the expectations of their personal narrative portfolio. 3. Students will begin drafting their topic proposals. |
| Materials: *The Things They Carried* |
| Homework due: Chapters 2 & 3: “Love” & “Spin” of *TTC* read + Dialectical Journal |
| Learning Activities:   1. Finish writing The Things You Carry Poem. *(15 minutes)* 2. Take volunteers to share their poems aloud for the class. Students will then share their poems with each other in small groups and get feedback not only on their ideas, but also on their writing style itself. This activity can help students get their feet wet with thinking about O’Brien’s writing style as well as thinking even more about the things they carry. One of these items will potentially be the topic of their narrative essay that is soon to come. *(15 minutes)* 3. Introduce/assign personal narrative. Allow time for students to ask questions. (Give students the assignment sheet.) *(15 minutes)* 4. Short brainstorm in groups about essay topics and start drafting their topic proposal. *(15 minutes)* 5. Discuss “Love” and “Spin.” *(35 minutes)* |
| Homework Assigned: Read Chapter 4: “On the Rainy River” in *TTC* + Dialectical Journal. Finish narrative essay topic proposal for Friday. Bring TWO copies. One to turn in to me, and one to keep for yourself so you can refer to it when writing your narrative. |
| Notes: The personal narrative assignment sheet and grading checklist can be found in the “Assessments/Assessment Tools” section. |

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| Friday, September 12, 2014: Day 4: 45 minutes |
| Lesson topic: Review of the Writing Process |
| * Content Standard(s): * [CCSS.ELA-Literacy.W.11-12.3](http://www.corestandards.org/ELA-Literacy/W/11-12/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * [CCSS.ELA-Literacy.W.11-12.3a](http://www.corestandards.org/ELA-Literacy/W/11-12/3/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.   [CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Goal(s):   1. Students will understand the five steps of the writing process. 2. Students will begin writing their personal narratives. |
| Materials: The Writing Process handout, the writing process PowerPoint, laptops. |
| Homework due: Chapter 4: “On the Rainy River” in *TTC* read + Dialectical Journal and essay topic proposal due. |
| Learning Activities:   1. Turn in personal narrative topic proposals. Express any concerns/get clarification. *(10 minutes)* 2. Hand out writing process handouts and go through the writing process PowerPoint together whilst filling out the handout. Answer any question students may have. This activity should go quickly seeing as it should be review for almost all the students. *(15 minutes)* 3. Work time: Students should begin working on their personal narratives. They may talk quietly with one another for ideas, but students should remain on task and mostly silent. At this time I will go around and answer any questions/offer any help on a individual basis. *(20 minutes)* |
| Homework Assigned: Read Chapters 5 & 6: “Enemies” & “Friends” in *TTC* + Dialectical Journal and start drafting their personal narratives. |
| Notes: |
| Friday, September 12, 2014: Day 4: 45 minutes |
| Lesson topic: Review of the Writing Process |
| * Content Standard(s): * [CCSS.ELA-Literacy.W.11-12.3](http://www.corestandards.org/ELA-Literacy/W/11-12/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * [CCSS.ELA-Literacy.W.11-12.3a](http://www.corestandards.org/ELA-Literacy/W/11-12/3/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.   [CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Goal(s):   1. Students will understand the five steps of the writing process. 2. Students will begin writing their personal narratives. |
| Materials: The Writing Process handout, the writing process PowerPoint, laptops. |
| Homework due: Chapter 4: “On the Rainy River” in *TTC* read + Dialectical Journal and essay topic proposal due. |
| Learning Activities:   1. Turn in personal narrative topic proposals. Express any concerns/get clarification. *(10 minutes)* 2. Hand out writing process handouts and go through the writing process PowerPoint together whilst filling out the handout. Answer any question students may have. This activity should go quickly seeing as it should be review for almost all the students. *(15 minutes)* 3. Work time: Students should begin working on their personal narratives. They may talk quietly with one another for ideas, but students should remain on task and mostly silent. At this time I will go around and answer any questions/offer any help on a individual basis. *(20 minutes)* |
| Homework Assigned: Read Chapters 5 & 6: “Enemies” & “Friends” in *TTC* + Dialectical Journal and start drafting their personal narratives. |
| Notes: |
| Friday, September 12, 2014/Monday, September 15th, 2014: Day 4/Day 5  45 minutes (ADAPTATION)  Context: Heat Day-Class is canceled on Friday, September 12, 2014, so Friday’s lesson must be combined with Monday’s lesson.  What would be sacrificed:   * Extra time for the asking of questions (students will be encouraged to email me and/or come in at lunch or during my off hours. * Work time for their narratives * We would need to move quicker through the writing process review * There will not be time for groups to share their answers on the style terms handout so I will take a copy of each group’s handout to scan and post on the class page for the students to access and copy down the answers. |
| Lesson topic: Review of the Writing Process/O’Brien’s Writing Style |
| * Content Standard(s): * [CCSS.ELA-Literacy.W.11-12.3](http://www.corestandards.org/ELA-Literacy/W/11-12/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * [CCSS.ELA-Literacy.W.11-12.3a](http://www.corestandards.org/ELA-Literacy/W/11-12/3/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.   [CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Goal(s):   * 1. Students will understand the five steps of the writing process.   2. Students will understand the various elements that make up O’Brien’s writing style.   3. Students will be able to identify these elements in O’Brien’s novel, *The Things They Carried.* |
| Materials: The Writing Process handout, the writing process PowerPoint, laptops. |
| Homework due: Chapter 4: “On the Rainy River” in *TTC* read + Dialectical Journal and essay topic proposal due. Chapters 5 & 6: “Enemies” & “Friends” in *TTC* read + Dialectical Journal |
| Learning Activities:   * 1. Turn in personal narrative topic proposals. Express any concerns/get clarification. *(5 minutes)*   2. Hand out writing process handouts and go through the writing process PowerPoint together whilst filling out the handout. Answer any question students may have. This activity should go quickly seeing as it should be review for almost all the students. *(10 minutes)*   3. Hand out Tim O’Brien’s writing style handout. Go over the elements/terms as a class. *(10 minutes)*   4. Break off into small groups (2 or 3 students) and find examples of these elements in *TTC*  in the chapters they have already read (chapters 1-6). Each group will be assigned 3 or 4 elements to find examples for. Students must cite the page number of each of their examples. *(15 minutes)*   5. Ticket out the door: What is one unique element in Tim O’Brien’s writing style you are considering including in your narrative? How will you include this element and what purpose will it serve? *(5 minutes)* |
| Homework Assigned: Read Chapter 7: “How to Tell A True War Story” in *TTC* + Dialectical Journal and continue to work on your personal narrative. Start thinking about how you can add in some of O’Brien’s writing style elements into your own writing. |
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| Monday, September 15, 2014: Day 5: 45 minutes |
| Lesson topic: Tim O’Brien’s Writing Style |
| Content Standard(s):  [CCSS.ELA-Literacy.RL.11-12.4](http://www.corestandards.org/ELA-Literacy/RL/11-12/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.   * [CCSS.ELA-Literacy.RL.11-12.5](http://www.corestandards.org/ELA-Literacy/RL/11-12/5/) Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. * [CCSS.ELA-Literacy.L.11-12.3](http://www.corestandards.org/ELA-Literacy/L/11-12/3/) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. * [CCSS.ELA-Literacy.L.11-12.5](http://www.corestandards.org/ELA-Literacy/L/11-12/5/) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   + [CCSS.ELA-Literacy.L.11-12.5a](http://www.corestandards.org/ELA-Literacy/L/11-12/5/a/) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| Goal(s):   1. Students will understand the various elements that make up O’Brien’s writing style. 2. Students will be able to identify these elements in O’Brien’s novel, *The Things They Carried.* |
| Materials: *The Things They Carried, The Things They Carried*, Tim O’Brien’s Writing Style handout (can be found in the “Handouts/ Class Notes” section.) |
| Homework due: Chapters 5 & 6: “Enemies” & “Friends” in *TTC* read + Dialectical Journal |
| Learning Activities:   * Hand out Tim O’Brien’s writing style handout. Go over the elements/terms as a class. *(10 minutes)* * Break off into small groups (2 or 3 students) and find examples of these elements in *TTC*  in the chapters they have already read (chapters 1-6). Each group will be assigned 3 or 4 elements to find examples for. Students must cite the page number of each of their examples. *(15 minutes)* * Come back together as a class and groups share out what they found. Everyone copies down these examples in their own notes for reference when writing his or her narrative. These notes will be taken on the handout provided, and should be included in the final narrative portfolio. If students do not have enough room on the front of the handout, they may write on the back. *(15 minutes)* * Ticket out the door: What is one unique element in Tim O’Brien’s writing style you are considering including in your narrative? How will you include this element and what purpose will it serve? *(5 minutes)* |
| Homework Assigned: Read Chapter 7: “How to Tell A True War Story” in *TTC* + Dialectical Journal and continue to work on your personal narrative. Start thinking about how you can add in some of O’Brien’s writing style elements into your own writing. |
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| Tuesday, September 16, 2014: Day 6: 45 minutes |
| Lesson topic: “True” War Stories |
| * Content Standard(s): * [CCSS.ELA-Literacy.SL.11-12.1a](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/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. * [CCSS.ELA-Literacy.SL.11-12.1c](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/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. * [CCSS.ELA-Literacy.SL.11-12.1d](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/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. |
| Goal(s):   1. Students will question and consider the contradicting idea that not all of Tim O’Brien’s stories are factually true, but are still considered true. 2. Students will make their own argument for what they think constitutes a “true” story. 3. Students will use their notes and quotes from the novel as evidence to back up their arguments. |
| Materials: *The Things They Carried* |
| Homework due: Chapter 7: “How To Tell A True War Story” in *TTC* read + Dialectical Journal. |
| Learning Activities:   1. Watch next segment from TIM O’BRIEN: How To Tell A True War Story (15:00-25:00). This segment addresses the contradicting idea that not all of Tim O’Brien’s stories are factually true, but they are still true. *(10 minutes)* 2. Students take a couple minutes to journal about what they think it means to write a “true” war story (or story in general). They should draw on material from the segment of the video we just watched, and also from chapter 7 they read for class today. *(5 minutes)* 3. Class discussion: Students share out what they wrote in their journals and take quotes from the text for support of their arguments. *(20 minutes)* |
| Homework Assigned: Read Chapter 8: “Dentist” in *TTC* + Dialectical Journal and continue to work on personal narrative. Try to include some “true” elements to your story the way O’Brien does. Use the passages we discussed in class from chapter 7 to guide you. |
| Notes: Link for TIM O’BRIEN: How To Tell A True War Story: <http://www.youtube.com/watch?v=TXRSh6I1ECw> |

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| Wednesday, September 17, 2014: Day 7: 95 minutes |
| Lesson topic: The Vietnam War Through Photographs |
| Content Standard(s): See UbD Lesson Plan |
| Goal(s):   1. Students will gain a better understanding of who and how people were affected by the Vietnam War. 2. Students will think about the Vietnam War through multiple lenses/points of view. 3. Students will analyze images to further their understanding of the Vietnam War. |
| Materials: Photographs for activity (see handouts & class notes), poster paper (either large construction paper or butcher paper), markers, access to computers (either laptops in the classroom or reserve a computer lab). |
| Homework due: Chapter 8: “Dentist” in *TTC* read + Dialectical Journal |
| Learning Activities: See UbD Lesson Plan |
| Homework Assigned: Read Chapter 9: “Sweetheart of the Song Tra Bong” in *TTC* + Dialectical Journal and continue to work on personal narrative. |
| Notes: The UbD Lesson Plan can be found in the “Daily Lesson Plan Breakdown” section in a separate file. |

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| Friday, September 19, 2014: Day 8: 45 minutes |
| Lesson topic: Creating Snapshots in Writing |
| * Content Standard(s): * [CCSS.ELA-Literacy.W.11-12.3d](http://www.corestandards.org/ELA-Literacy/W/11-12/3/d/) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   [CCSS.ELA-Literacy.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/) 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. |
| Goal(s):   1. Students will learn how to add detail to their writing by integrating snapshots into their writing. 2. Students will solidify their understanding of snapshots by creating examples for both the class novel and their own narratives. |
| Materials: *The Things They Carried,* personal narrative draft,handout |
| Homework due: Chapter 9: “Sweetheart of the Song Tra Bong” in *TTC* read + Dialectical Journal |
| Learning Activities:   1. Start by showing the class “Powers of Ten.” *(10 minutes)* 2. Explain that we can create a similar affect with words when writing. Today we will be learning about creating snapshots in writing. A good way of thinking about snapshots is thinking about trying to convey what you’ve just seen in “Powers of Ten,” in reverse. We want to start with something or someone, and with each sentence, zoom in a little closer and give more detail, trying to put our reader in that exact situation at that exact time. Hand out the Snapshot handout (two-sided). *(5 minutes)* 3. Students will fill out the handout: On one side, they will choose something/someone from a scene in “Sweetheart of the Song Tra Bong” to snapshot. On the other side, students will choose something/someone from a scene in their own narrative to snapshot. (20 minutes) 4. Share out: Start by taking volunteers, but then call on students randomly to share their snapshots from Chapter 9 in *TTC. (10 minutes)* |
| Homework Assigned: Read Chapters 10, 11, & 12: “Stockings,” “Church,” and “The Man I Killed” in *TTC* + Dialectical Journal and continue to revise your personal narrative by adding at least three snapshots. |
| Notes: Snapshot handout can be found in the “Handouts/Class Notes” section.  “Powers of Ten” video link: <http://www.youtube.com/watch?v=0fKBhvDjuy0> |

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| Monday, September 22, 2014: Day 9: 45 minutes |
| Lesson topic: Creating Thoughtshots in Writing |
| Content Standard(s):   * [CCSS.ELA-Literacy.W.11-12.3d](http://www.corestandards.org/ELA-Literacy/W/11-12/3/d/) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   [CCSS.ELA-Literacy.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/) 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. |
| Goal(s):   1. Students will understand the different types of thoughtshots and how they impact a story. 2. Students will solidify their understanding of thoughtshots and their roles in stories by identifying thoughtshots in the class novel and creating their own for their personal narratives. |
| Materials: *The Things They Carried,* personal narrative draft, handout |
| Homework due: Chapters 10, 11, & 12: “Stockings,” “Church,” and “The Man I Killed” in *TTC* read + Dialectical Journal. |
| Learning Activities:   1. Handout Thoughtshot handout (double-sided) and go over what thoughtshots are. Students divide into small groups (2-3 students) and find examples of each of the three thoughtshots in *TTC.* *(20 minutes)* 2. Call on groups to share one of their examples from the novel. *(10 minutes)* 3. Students turn the handout over to the other side and find thoughtshots to add to their personal narratives. *(15 minutes)* |
| Homework Assigned: Read Chapters 13 & 14: “Ambush” and “Style” in *TTC* + Dialectical Journal and continue to revise your personal narrative by adding at least three thoughtshots. |
| Notes: Thoughtshot handout can be found in the “Handouts/Class Notes” section. |

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| Tuesday, September 23, 2014: Day 10: 45 minutes |
| Lesson topic: Integrating Meaningful Dialogue into Writing |
| Content Standard(s):  [CCSS.ELA-Literacy.W.11-12.3b](http://www.corestandards.org/ELA-Literacy/W/11-12/3/b/) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  [CCSS.ELA-Literacy.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/) 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. |
| Goal(s):   1. Students will understand how to integrate dialogue into their writing to progress the plot. 2. Students will practice writing dialogue by creating dialogue for scenes in the class novel. |
| Materials: *The Things They Carried,* personal narrative draft, handouts, colored pencils (optional) |
| Homework due: Chapters 13 & 14: “Ambush” & “Style” in *TTC* read + Dialectical Journal |
| Learning Activities:   1. Hand out the “Presenting Dialogue” handout. Go through the handout together. This activity will be guided practice. Students will do the activities along the way, share their answers, and then we will move on to the next section. This portion may be mostly review for many of the students. I will need to gauge their prior knowledge on the topic to see if they need more or less help in this area. *(15 minutes)* 2. Introduce the next activity. Students will be create short comics of two separate scenes from *TTC.* They can choose a scene from any of the chapters we have read thus far, but are strongly encouraged to choose scenes from “Ambush” and “Style” because those were the assigned readings for the day. These scenes must be scenes that DO NOT already have dialogue as a part of them. The students are drawing the frames and creating their own dialogue for the characters in their chosen scenes. *(20 minutes)* 3. Student volunteers share their comics with the class. *(10 minutes)* 4. Students turn in their comics for grading. They will have them turned back later so they can include them in their Personal Narrative Portfolio. |
| Homework Assigned: Read Chapter 15: “Speaking of Courage” in *TTC* + Dialectical Journal and continue to work on personal narrative. |
| Notes: The “Presenting Dialogue” handout and the Comic drawing handout can be found in the “Handouts/Class Notes” section. |

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| Wednesday, September 24, 2014: Day 11: 95 minutes |
| Lesson topic: Using Imagery and Inferring Characters’ Perspectives in Writing |
| Content Standard(s): See Madeline Hunter Lesson Plan |
| Goal(s): See Madeline Hunter Lesson Plan |
| Materials: See Madeline Hunter Lesson Plan |
| Homework due: Chapter 15: “Speaking of Courage” in *TTC* read + Dialectical Journal. |
| Learning Activities: See Madeline Hunter Lesson Plan |
| Homework Assigned: Read Chapter 16: “Notes” in *TTC* + Dialectical Journal and choose a scene from your narrative to revise by adding figurative language to show your reader what the character is feeling and thinking rather than explicitly stating it. Also complete the draft of your personal narrative over the long weekend for peer review on Monday, September 29, 2014. |
| Notes: Madeline Hunter Lesson Plan can be found in the “Daily Lesson Breakdown” section in a separate file. |

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| Monday, September 29, 2014: Day 12: 45 minutes |
| Lesson topic: Peer Review |
| Content Standard(s):  [CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/) 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.   * [CCSS.ELA-Literacy.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| Goal(s):   1. Students will exchange ideas and provide feedback to their peers. 2. Students will discuss with peers similar ponderings as their review one another’s writing. 3. Students will learn good feedback skills. |
| Materials: Personal narrative draft, peer-response letter guides |
| Homework due: Chapter 16: “Notes” in *TTC* read + Dialectical Journal and 2 drafts of your personal narrative ready for peer review. (One will be used in class and you will take home to make immediate changes while the second copy will be sent home with your peer reviewer to use when composing your peer response letter.) |
| Learning Activities:   1. Go over any major lingering questions or clarifications about the personal narratives. (10 minutes) 2. Divide into groups of three. Each student will read through the other two students’ narratives marking grammatically issues. |
| Homework Assigned: Read Chapter 17: “In the Field” in *TTC*+ Dialectical Journaland Peer-Response letter due Friday, October 3rd, 2014. |
| Notes: The Peer-Response Guidelines handout can be found in the “Handouts/Class Notes” section. The Peer-Response Guidelines are adapted from pages 53-4 in *More Ways to Handle the Paperload* edited by Jeffrey N. Golub. |

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| Tuesday, September 30, 2014: Day 13: 45 minutes |
| Lesson topic: Sentence Variation |
| Content Standard(s):  [CCSS.ELA-Literacy.L.11-12.3a](http://www.corestandards.org/ELA-Literacy/L/11-12/3/a/) Vary syntax for effect, consulting references. |
| Goal(s):   1. Students will understand the importance of variety in sentence structure. 2. Students will practice the use of a variety of sentence structures to implement in their own writing. |
| Materials: Personal narrative draft, PowerPoint and passages for the anticipatory set for the grammar mini-lesson can be found in the “Handouts/Class Notes” section. |
| Homework due: Chapter 17: “In the Field” in *TTC* read + Dialectical Journal. |
| Learning Activities:   1. Grammar Mini-Lesson on Sentence variation. (See grammar-mini lesson file). *(15 minutes)* 2. Students will then select a passage (paragraph) from their personal narrative to revise by adding sentence variation. Students will need a copy of the original passage alongside the revised version of the chosen passage to be included in the final narrative portfolio. *(15 minutes)* 3. Remind students that we will be doing dialectical journal discussions on Wednesday. When students are done revising their passage, they will have the remainder of class to work on their dialectical journal discussion preparations. *(15 minutes)* |
| Homework Assigned: Read Chapters 18 & 19: “Good Form” & “Field Trip” in *TTC* + Dialectical Journal and work on revising your personal narrative by adding some sentence variation. |
| Notes:   * Grammar Mini-Lesson on Sentence Variation can be found in the “Daily Lesson Plan Breakdown” in a separate file. * The Dialectical Journal Assignment Sheet/grading checklist can be found in the “Assessments/Assessment Tools” section. |

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| Wednesday, October 1, 2014: Day 14: 95 minutes |
| Lesson topic: Dialectical Journal Student-Led Discussions |
| Content Standard(s):   * [CCSS.ELA-Literacy.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. * [CCSS.ELA-Literacy.SL.11-12.1a](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/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.   [CCSS.ELA-Literacy.SL.11-12.1c](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/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. |
| Goal(s):   1. Students will lead small group discussion about a passage in the text that intrigues them. 2. Students will engage in meaningful discussion about self-chosen topics. |
| Materials: *The Things They Carried* |
| Homework due: Chapters 18 & 19: “Good Form” & “Field Trip” in *TTC* read and Dialectical Journals DUE. |
| Learning Activities:   1. Students will divide into groups of four. Each student will be given 20 minutes to lead their discussion. Students will make notes during all four discussions to turn in for a grade. *(60 minutes)* 2. Students turn in their Dialectical Journals and notes. *(5 minutes)* 3. Students may spend the rest of class reading *TTC,* revising their narratives, or writing their peer-response letters. *(30 minutes)* |
| Homework Assigned: Read Chapter 20: “The Ghost Soldiers” in *TTC* |
| Notes: Dialectical Journal grading checklist can be found in the “Assessments/Assessment Tools” section. |

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| Friday, October 3, 2014: Day 15: 45 minutes |
| Lesson topic: Peer Review Follow-Up and Individual Conferencing |
| Content Standard(s):  [CCSS.ELA-Literacy.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/) 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.  [CCSS.ELA-Literacy.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| Goal(s):   1. Students will give and receive constructive feedback. 2. Students will conference with their peers and their teacher about their writing. |
| Materials: Personal narrative draft, *The Things They Carried* |
| Homework due: Chapter 20: “The Ghost Soldiers” in *TTC* read and Peer-Response essay due. |
| Learning Activities:   1. Start class by having students meet with their peer-response groups, exchange letters, and briefly discuss some of the suggestions they made. *(15 minutes)* 2. The rest of class will be dedicated to silent work time while I conference with individuals who have questions or need help. If students finish with their personal narratives, they are free to read Chapters 21 & 22 for Monday. *(30 minutes)* |
| Homework Assigned: Read Chapters 21 & 22: “Night Life” & “The Lives of the Dead” in *TTC* |
| Notes: |

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| Monday, October 6, 2014: Day 16: 45 minutes |
| Lesson topic: Narrative Structure Group Assignment |
| * Content Standard(s): * [CCSS.ELA-Literacy.SL.11-12.1a](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/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. * [CCSS.ELA-Literacy.SL.11-12.1b](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. * [CCSS.ELA-Literacy.SL.11-12.1c](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/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. |
| Goal(s):   1. Students will identify the different elements of the narrative structure in *The Things They Carried.* 2. Students will find examples from the text to support their claims. 3. Students will examine their own writing and identify these aspects in their narratives. |
| Materials: *The Things They Carried,* dry erase markers |
| Homework due: Chapters 21 & 22: “Night Life” & “The Lives of the Dead” in *TTC* read |
| Learning Activities:   1. The class will be divided into 5 groups and focus on these aspects of the novel: Groups 1 and 2: Chronology, Group 3: Point of view, Group 4: Length, Group 5: Metaficition.  Each group will look for these elements in each of the chapters in the novel and work together to fill in their sections in a chart on the whiteboard. *(25 minutes)* 2. After the chart is filled out, a class discussion will follow, guided by question about the kind of “map” this chart creates for the novel.  This activity will be used to help students consider how they are including these elements in their own personal narratives. *(15 minutes)* 3. Ticket out the door: Students will write 3-5 sentences about how they addressing one of these elements in their own narrative. *(5 minutes)* |
| Homework Assigned: Continue to revise your personal narrative and make sure you are addressing one of the narrative elements we studied today in class, in your narrative. |
| Notes: (An example of the chart, the discussion questions, and a detailed layout of the activity can be found in Tim O’Brien in the Classroomby Gilmore & Kaplan.  This activity is adapted from pages 47-52). |

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| Tuesday, October 7, 2014: Day 17: 45 minutes |
| Lesson topic: Hemingway & Soldier’s Home |
| * Content Standard(s): * [CCSS.ELA-Literacy.RL.11-12.5](http://www.corestandards.org/ELA-Literacy/RL/11-12/5/) Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. * [CCSS.ELA-Literacy.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. * [CCSS.ELA-Literacy.RL.11-12.2](http://www.corestandards.org/ELA-Literacy/RL/11-12/2/) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. * [CCSS.ELA-Literacy.RL.11-12.3](http://www.corestandards.org/ELA-Literacy/RL/11-12/3/) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| Goal(s):   1. Students will gain a better understanding of the author Ernest Hemingway. 2. Students will annotate the short story while we read it. 3. Students will begin to compare the writing styles of O’Brien and Hemingway. |
| Materials: Copies of “Soldier’s Home,” sticky notes for annotations, Hemingway info |
| Homework due: None |
| Learning Activities:   1. Brief background information on Hemingway. *(10 minutes)* 2. Read “Soldier’s Home” out loud as a class. I will read most of it so that the students can make annotations with sticky notes in their books. *(30 minutes)* These sticky notes will be collected for grading at the end of the unit. 3. Ticket out the door: What are your initial reactions to Hemingway’s writing. What stood out to you? Why? How is Hemingway’s writing similar/different from O’Brien’s writing? What else would you like to know about Hemingway that we did not cover today in class? *(5 minutes)* |
| Homework Assigned: Continue to revise your personal narrative. |
| Notes: Informational Hemingway slideshow link on Slideshare: <http://www.slideshare.net/guestf60d70/hemingway>   * See “Annotation Notes” in the “Handout/Class Notes” section. |

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| Wednesday, October 8, 2014: Day 18: 95 minutes |
| Lesson topic: After the War & Comparing O’Brien’s and Hemingway’s Writing Styles |
| * Content Standard(s): * [CCSS.ELA-Literacy.RL.11-12.5](http://www.corestandards.org/ELA-Literacy/RL/11-12/5/) Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. * [CCSS.ELA-Literacy.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. * [CCSS.ELA-Literacy.RL.11-12.2](http://www.corestandards.org/ELA-Literacy/RL/11-12/2/) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. * [CCSS.ELA-Literacy.RL.11-12.3](http://www.corestandards.org/ELA-Literacy/RL/11-12/3/) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). * [CCSS.ELA-Literacy.SL.11-12.1b](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. * [CCSS.ELA-Literacy.SL.11-12.1c](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/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. |
| Goal(s):   1. Students will gain a better understand of PTSD and the role this disorder plays in the two class texts. 2. Students will collaborate in groups to identify the similarities and differences in O’Brien’s and Hemingway’s writing styles. |
| Materials: *The Things They Carried,* “Soldier’s Home,” large construction paper orbutcher paper for posters, markers |
| Homework due: None |
| Learning Activities:   1. Give some information about PTSD. This disorder plays a part in both texts. *(10 minutes)* 2. Go through the Style of Ernest Hemingway Slideshow together. Students will take notes in their notebooks for personal reference. *(10 minutes)* 3. In small groups (3 or 4 students) create a comparison contrast poster comparing the writing styles of O’Brien and Hemingway. Make sure to use some direct quotes as examples to argue your points. *(25 minutes)* |
| Homework Assigned: Finish up personal narrative and pull together the narrative portfolio checking for all the components by using the checklist. |
| Notes:   * The checklist for the personal narrative portfolio and the checklist for the essential components that must be included in the final product can be found in the “Assessments/Assessment Tools” section. * The Style of Ernest Hemingway Slideshow link on Slideshare: <http://www.slideshare.net/handat/hande-tercan-0322080071-retim-teknolojileri-ve-materyal-tasarimi> |

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| Friday, October 10, 2014: Day 19: 45 minutes |
| Lesson topic: Wrapping Up & Reflection of Unit Two |
| Content Standard(s):  [CCSS.ELA-Literacy.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  [CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Goal(s):   1. Students will reflect on Unit 2 and provide feedback for me. 2. Students will share some of their writing with their peers. |
| Materials: *The Things They Carried* to return to the bookroom |
| Homework due: Personal Narrative Essay DUE |
| Learning Activities:   1. Share out: Student volunteers will share passages they choose from their narratives. If students would feel more comfortable sharing in small groups, we can do that instead. I just want to give the students a chance to share some of the writing they have been perfecting the past month. *(20 minutes)* 2. Turn in Narrative Portfolios. *(5 minutes)* 3. Write a letter to future students about Unit 2. Tell them about what to expect and tips on how to stay on top of the reading. Talk about what you liked and disliked about the unit in terms of the texts we read, assignments/activities/projects assigned, the effectiveness of the peer review, and if you think everything was explained well. If there was anything you didn’t like or think could have been done differently, this is your chance to tell me! I need feedback to improve as well, and I want to know what my students thought of my planning and teaching. *(20 minutes)* |
| Homework Assigned: None |
| Notes: The checklist for the personal narrative portfolio and the checklist for the essential components that must be included in the final product can be found in the “Assessments/Assessment Tools” section. |