

Grade 11

Distance Learning Module 9: Week of: 6/1/2020 - 6/5/2020

American Literature - *Modified from Unit 5 - Literary Essay*

Targeted Goals from Stage 1: Desired Results

Content Knowledge: planning for analytical/academic writing

Vocabulary: Synthesis, brainstorming, outline, thesis statements, hook

Skills:

SWBAT plan and outline an essay that synthesizes various ideas and concepts across the course.

SWBAT create a clear, concise, and complex thesis statement that accurately depicts their thinking about a topic and their plan for the essay.

SWBAT analyze essay structure.

SWBAT analyze mentor essays.

Expectation: Students will complete the following tasks and assignments.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Introduce synthesis essay (via Live lesson) <ul style="list-style-type: none">● Brainstorming time! Try any of these strategies:<ul style="list-style-type: none">○ Review your journal to look for connections between texts○ Generate lists and mind maps of ideas and connections that stand out to you○ Write a “two-minute blast”<ul style="list-style-type: none">■ for two minutes,		Exit slip (via Google Form or Classroom Discussion post): Based on your brainstorming, what ideas do you have for your essay?

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>write whatever comes to mind about a topic/idea</p> <ul style="list-style-type: none"> ○ Look at examples of interesting essay starters; choose one and try it ○ Example Essay 		
<p>Tuesday: Thesis statements and outlining ideas</p> <ul style="list-style-type: none"> ● Creating a clear, concise, and correct thesis statement ● Look at the essay outline document. It is meant to help you plan for the essay. Brainstorm and fill out the outline document. 	<ol style="list-style-type: none"> 1. Video, care of LaVistaland! 2. Review thesis statement powerpoint. A supplemental powerpoint can be found on Google Drive, if needed. Examples can be accessed on Google Drive. 3. Complete thesis statement draft. 	<p>Submitted Item:</p> <ul style="list-style-type: none"> ● Nothing submitted today ● Outline document submitted by Thursday
<p>Wednesday: Using mentor texts and models for essay structure</p> <ul style="list-style-type: none"> ● Screencast read aloud of Gatsby's Jew. We are going to look at essay structure. <ul style="list-style-type: none"> ○ Read and annotate Joyas Voladoras (level 2) and/or this Hercules article for structure. 		<p>Submitted Item:</p> <ul style="list-style-type: none"> ● Notes on the structures of the essay(s) you read today ● Outline document submitted by Thursday (tomorrow!)
<p>Thursday: Planning Day</p> <ul style="list-style-type: none"> ● Work on the essay outline document <p>LIVE drop-in Q&A for help on the outline document</p>		<p>Submitted Item:</p> <ul style="list-style-type: none"> ● Outline document due today!

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Friday Introductions <ul style="list-style-type: none"> ● review video and linked document ● draft introduction based on outline work 	Video Referenced Document	Submitted Item: Introduction paragraph (via Google Classroom) *suggestion - have students copy and paste their introduction in a Google Classroom assignment, quiz, or discussion OR have them link their work-in-progress essay in an assignment <i>without</i> submitting it. If they submit it, you must grade it and sent it back before they can continue*

Week criteria for success (attach student checklists or rubrics):

Outline/Thesis Rubric

Supportive resources and tutorials for the week (plans for re-teaching):

Students will be given feedback on all of the work that they submit. Additional documents and video tutorials will be created as needed (based on student work). In addition, email, Google Hangouts, and/or Google Meet will be utilized for one-on-one and small-group support.

Purdue's OWL Writing Resources