**Week 1**

**Monday**

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| Name: | Louis Fantini |
| Class: | English III Honors (47 Minutes) |
| Topic: | Introducing Critical Lenses / The Feminist Lens |
| Objectives: | SW conceptually understand interpreting literature through “a lens.”  SW understand the key assumptions of the feminist lens.  SWBAT read and annotate a critical text. |
| Instructional Strategies: | Direct Instruction  Note Taking  Read Together  Class Discussion |
| Daily Activities: | **Do Now:** Independently interpret Paolo Xisto’s concrete poem (“SHE” from *Epithalamium II*)  **Body:** Direct instruction on critical lenses. Begin with concepts of “personal perspective,” leveraging that understanding to introduce the concept of adopting another perspective. Give examples of types of lenses and their foci. Explain that we will be focusing on the feminist lens--students take notes on key assumptions and helpful questions to ask when using the feminist lens. I will then introduce “critical theory” as a new type of text that “strengthens our lenses.”  We will return to Paolo Xisto’s concrete poem--discuss in table groups, practice using this lens by collaboratively determining a feminist interpretation of the poem. These are shared back to the class.  I will distribute “Shakespeare’s Sister” by Virginia Woolf--giving a brief historical overview of the author and text. The text will be accompanied by an annotation guide. With the remainder of class, we will begin reading and discussing together--pausing periodically to annotate.  **Homework:** Read and annotate “Shakespeare’s Sister,” (2 notes per pages). Select and star the passage you found most powerful or insightful, be prepared to share/discuss your passage with the class. |

**Tuesday**

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| Name: | Louis Fantini |
| Class: | English III Honors (47 Minutes) |
| Topic: | Exploring the Feminist Lens, Intro to “The Yellow Wall-Paper” by Charlotte Perkins Gilman |
| Objectives: | SWBAT refine key ideas from a critical text.  SWBAT apply these ideas in interpretation of text.  SWBAT analyze and respond to an argument using a critical perspective. |
| Instructional Strategies: | Small Group Discussion  Class Discussion  Direct Instruction Read Together |
| Daily Activities: | **Do Now:** Skim through “Shakespeare’s Sister” and read over your notes. Share your starred passage within your table group.  **Body:** Using starred passages as a jumping off point, we will have a full class discussion on “Shakespeare’s Sister.” Hopefully the conversation flows organically from these points, but I will project guiding questions if needed.  As discussion winds down I will ask the class for 2-3 main ideas or takeaways from the text. We will discuss these and write them on the board. Students will copy these either on the essay or into their notes--I will explain how these key takeaways can influence our interpretation of text later--this is how you can use critical theory.  From there, I will give a short historical background on “The Yellow Wall-Paper,” Charlotte Perkins Gilman, and the insane misogyny of early psychology. I will also distribute “Why I Wrote ‘The Yellow Wall-Paper’” by Perkins Gilman and “Perilous Stuff,” a letter to the editor from a reader of the first run of “The Yellow Wall-Paper. We will read together “Why I Wrote ‘The Yellow Wall-Paper’” and practice interpreting it using the ideas presented in Woolf’s essay.  **Homework:** Students will read “Perilous Stuff” and respond to the anonymous writer’s argument through a feminist lens. |

**Wednesday**

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| Name: | Louis Fantini |
| Class: | English III Honors (47 Minutes) |
| Topic: | “The Yellow Wall-Paper” by Charlotte Perkins Gilman |
| Objectives: | SWBAT interpret a visual image through a critical lens.  SWBAT explain their interpretation.  SWBAT apply theoretical ideas to their interpretation of other texts. |
| Instructional Strategies: | Think-Pair-Share  Cognitive Modeling  Class Discussion  Read Aloud |
| Daily Activities: | **Do Now:** As a standalone practice of feminist interpretation, students will interpret Barbara Kruger’s “We don’t need another hero.” After individually responding in their journals, students will briefly discuss in their table groups, before opening it up to a full class discussion. I will attempt to make critical interpretation visible by taking sharebacks and asking how students how they arrived at that conclusion: “What did you immediately notice? What did this remind you of? How could we apply Woolf’s ideas from ‘Shakespeare’s Sister’ to this image?”  **Body:** A student volunteer will read “Perilous Stuff” aloud to the class. I will then take other volunteers to read their responses to the class. I will continue to facilitate cognitive modeling in our discussion by asking students about how they applied the lens to the argument.  We will begin reading “The Yellow Wall-Paper” together, pausing periodically to discuss and annotate.  **Homework:** Finish reading “The Yellow Wall-Paper,” annotating at least 2 notes per page. |

**Thursday**

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| Name: | Louis Fantini |
| Class: | English III Honors (47 Minutes) |
| Topic: | “The Yellow Wall-Paper” by Charlotte Perkins Gilman |
| Objectives: | SWBAT prepare for class discussion by annotating text.  SWBAT interpret text through a critical lens.  SWBAT apply critical theory to the interpretation of text. |
| Instructional Strategies: | Independent Reflection  Class Discussion  Direct Instruction |
| Daily Activities: | **Do Now:** Students will skim “The Yellow Wall-Paper” and their accompanying annotations. They will select their favorite/most powerful/creepiest passage and be prepared to present the passage and their interpretation to the class.  **Body:** To start, we will read together the last ~2 pages together (her last day at the house). I will select our most dramatic readers to get at the creepiness of this closing passage.  Akin to our discussion of “Shakespeare’s Sister,” I will tell the class my hope for our discussion to flow organically, but will project guided discussion questions for reference if conversation lulls. We will use our starred passages as jumping off points in hitting the big ideas and sharing our interpretations.  I will then pass out the prompt for a CRQ on “The Yellow Wall-Paper” which will be completed in class on Monday. The CRQ will focus on incorporating a theoretical text in the interpretation of narrative text.  **Homework:** Begin gathering evidence/outlining CRQ. Topic sentences to be submitted via schoology by midnight, Saturday night so I can return electronic feedback by Monday morning (start of CRQ) |

**Friday**

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| Name: | Louis Fantini |
| Class: | English III Honors (47 Minutes) |
| Topic: | “The Yellow Wall-Paper” by Charlotte Perkins Gilman & “Shakespeare’s Sister” by Virginia Woolf CRQ |
| Objectives: | SWBAT identify common themes between theoretical and literary texts.  SWBAT formulate a critical interpretation of a text.  SWBAT gather evidence for a critical interpretation of a text. |
| Instructional Strategies: | Cognitive Modeling  Pre-Writing Process  Independent Work. |
| Daily Activities: | **Pre-Writing Day**  **Do Now:** Students will get out their CRQ prompt, “The Yellow Wall-Paper” text, and any outlining/evidence they have completed  **Body:** I will use cognitive modeling to demonstrate the incorporation of evidence from both a theoretical and literary text in formulating an interpretation and analyzing text.  Students will use this period to gather evidence from “Shakespeare’s Sister” and “The Yellow Wall-Paper,” and begin outlining their CRQ. Students may begin writing their topic sentences and may receive feedback.  **Homework:** Bring all evidence and pre-writing materials to class to write CRQ on Monday. Topic sentences to be submitted via schoology by midnight, Saturday night so I can return electronic feedback by Monday morning (start of CRQ) |