

Week 2

Monday

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:	Essay Test
Daily Activities:	Students will have the entire period to write their CRQ

Tuesday

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:	Essay Test
Daily Activities:	Students will have the entire period to write their CRQ

Wednesday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	“Something Behind the Walls,” The New Twilight Zone
Objectives:	SWBAT actively watch and interpret a short film. SWBAT think critically about filmic adaptations (comparative literature)
Instructional Strategies:	Film Viewing Class Discussion
Daily Activities:	<p>Do Now: Journal Response, “What do you think we can take away from reading ‘The Yellow Wall-Paper’ in our world in 2016? Do situations like that still happen today?”</p> <p>Body: Class will watch the “Something Behind the Walls” episode of The New Twilight Zone (an adaptation of “The Yellow Wall-Paper.” Afterwards, class will discuss the film:</p> <ul style="list-style-type: none"> ● What was similar? What was different? ● With the historical context of each piece in mind, how did they adapt the film to a contemporary setting? ● Do you think the adaptation stayed true to the spirit of the original text? <p>Homework: Get a good night’s sleep.</p>

Thursday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	Introduction to the Marxist Lens and <i>The Communist Manifesto</i>
Objectives:	SW understand the key assumptions of the Marxist lens. SWBAT refine key ideas from a critical text. SWBAT apply these ideas in interpretation of text.
Instructional Strategies:	Direct Instruction Note Taking Read Together Class Discussion
Daily Activities:	<p>Do Now: Journal response, “Write down a list of assumptions and associations you have with the words ‘Marx’ and ‘Marxism.’” Anticipation Guide, I will take student responses, making a web of associated terms on the board.</p> <p>Body: Direct instruction on Marx, Marx’s key ideas (capital, commodification, materialism, class conflict, etc.), and how they inform Marxist literary interpretation. Students will take notes on key concepts, including main assumptions of Marxist criticism, helpful questions to ask when making Marxist analysis.</p> <p>I will distribute excerpt from <i>The Communist Manifesto</i>. We will begin reading/discussing together.</p> <p>Homework: Read and annotate excerpts from Chapter 1, up to “Class Warfare” (pgs. 1-6)</p>

Friday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	<i>The Communist Manifesto</i>
Objectives:	SWBAT refine key ideas from a critical text. SWBAT apply these ideas in interpretation of text.
Instructional Strategies:	Small Group Discussion Class Discussion Read Together Group Work
Daily Activities:	<p>Do Now: Skim through <i>The Communist Manifesto</i> and read over your notes. Share your starred passage within your table group.</p> <p>Body: Using starred passages as a jumping off point, we will have a full class discussion on <i>The Communist Manifesto</i>. Hopefully the conversation flows organically from these points, but I will project guiding questions if needed.</p> <p>In order to reinforce the points (hopefully) raised in discussion, I will distribute some post-reading questions. For the remainder of the class, students may work on these individually or in groups of 2-3. Students who finish early may begin their homework for the weekend.</p> <p>Homework: Finish reading and annotating excerpt from <i>The Communist Manifesto</i>. Complete post-reading questions for remaining sections (pgs. 6-7).</p>