

English 11 Schedule—Unit 1: Early American Documents

Class #	Objective, Class Outline, Homework, Assignments, etc.
Class 1	<p>“Get to know you”—Activities Review of Rules, Expectations, Course Outline Distribute Vocabulary and Grammar Units—Schedule and Explanation Open Discussion: What does American Literature mean? Why is it an entire course? Paper Explanation: What makes American Literature “American”? HW: All forms signed. Complete Grammar Unit 1 Activity and Vocab Unit 1 Activities 1-2 Begin working on paper</p>
Class 2	<p>Obj: Regulate classroom norms and writing expectations. Starter: What have other classrooms done in the past that have worked well for you? -Show examples, Think-Pair-Group Share, Open Discussion to create social contract. Mini-Lesson: Creating Thesis Statements and Introductory Paragraphs Time to work—“What makes American Literature ‘American?’” Last 10 minutes: Review MLA Worksheet and Vocab Unit 1 Activities 1-2 HW: Rough Draft of “What makes American Lit?” Paper. You will have 45 min next class. Complete Vocab Unit 1 Activities 3-5, Review Grammar Unit for Quiz Next Class</p>
Class 3	<p>Obj: Use evidence and body paragraph form in composition. Starter: MLA Form Check (Parenthetical Citations and headers) Review Starter and Mini-Lesson: Using evidence and Paragraph Form Unit 1 Vocab/Grammar Quiz Once Complete: Time to Complete Rough Draft-“What makes American Literature?” During that time: Check HW (Grammar and Vocab Unit Activities) Ask one question about paper or paper form for me. Have it prepared for when I come around. Check Rough Draft—20 pt. HW (Completeness) Debrief: Writing Process, Vocab/Grammar Quiz HW: Continue to develop your paper. Read and revise your papers for clarity and mechanics. You will submit in the next class.</p>
Class 4	<p>Obj: Discuss and analyze the beginning of America’s search for independence. Starter: Review Social Contract for our class. What one thing would you add and what should we reconsider? Debrief and Review Social Contracts Technology Demo and Submit Paper: Turn-it-in Submit your paper Brainstorm: List the reasons why you would break up with a significant other or friend. Think-Pair-List on Board with activity Why do we read these texts? Background of “The Declaration of Independence.” Independent Reading: The Declaration of Independence and completion of comprehension, deep reading, and discussion questions. Review and Discuss HW: Finish full analysis and questions for “The Declaration of Independence” if not finished in class. Read Thomas Paine’s “Common Sense” and complete a journal entry (Summary, Two Discussion Questions for the class, and one Quote/Observation)</p>

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Class 5	<p>Obj: Analyze Paine’s <i>Common Sense</i> and its effect on American Independence.</p> <p>Starter: What problems did you come across from your last paper? What could be done to make the process move more smoothly? Debrief paper process.</p> <p>Complete “Declaration of Independence” Analysis (if not completed last class)</p> <p>Video: Explanation of <i>Common Sense</i> and notes</p> <p>Activity: Write down the 5 W’s and the H (who, what, when, where, why, how) and 5 additional interesting facts about Thomas Paine’s <i>Common Sense</i>.</p> <p>Determine: The 5 W’s and the H of <i>Common Sense</i></p> <p>HW: Read Grammar Unit 2 and Complete Unit 2 Vocabulary Activities 1-3</p>
Class 6	<p>Obj: Use early independence documents to create your own.</p> <p>Starter: Dependent vs. Independent Clauses creation with vocabulary words. 10 random students to write on the board.</p> <p>While completing Starter: HW Check (vocab/grammar)</p> <p>Review activity (Starter and Peer led HW Review)</p> <p>Project Walkthrough: Creating your own early American Document.</p> <p>Project Workshop Time: Let Mr. Martin know who you are working with and determine presentation order.</p> <p>HW: Complete Grammar Unit 2 Activity and Vocabulary Unit 2 Activities 4-5 Presentations must be submitted on turnitin.com before class begins and ready to present by next class.</p>
Class 7	<p>Obj: Analyze the effectiveness and themes of early American documents. Present created work in an organized manner.</p> <p>Starter: You have read and studied these documents, what is their importance to our lives and our culture? Why are these documents studied in our curriculum?</p> <p>Video: Why we study these documents (funny).</p> <p>Review: Grammar Unit 2 Activity and Vocab Activities 4-5 Peer Review</p> <p>Mini-Lesson: Engaging Presentation skills</p> <p>Presentations: Modern American Documents</p> <p>HW: Study for Unit 2 Quiz, remember Unit 1 vocabulary words and grammar elements will be included!</p> <p>Research (cite sources) the 5 W’s and the H of Transcendentalism and write a brief response: What do you think of these ideas? Are they applicable today? What do these ideas remind you of?</p>

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Class 8	<p>Obj: Present created work in organized format. Identify “transcendentalism” and apply the concept and biographical elements to poetry.</p> <p>Starter: Meet in groups of 2-4, share ideas on transcendentalism. Come to one working definition of what transcendentalism means and your own thoughts on the ideas within it.</p> <p>Roundtable Informal Presentations on Findings</p> <p>As a class: What is our working definition of transcendentalism? (and what do the experts say?)</p> <p>Finish Presentations (if needed)</p> <p>Unit 2 Vocabulary/Grammar Quiz</p> <p>Once Finished with quiz: Read Two poems from Emily Dickinson (once you decide on the poems, come see me with them, I want everyone to read different poems from each other. Write those poems in your journal. Begin to analyze them. (What do the lines mean? What does the poem symbolize? etc.)</p> <p>Once all complete: Dickinson biography/background video</p> <p>Example Analysis: “Hope is the thing with feathers”</p> <p>Time for analysis with assistance</p> <p>Round Robin Analysis</p> <p>HW: Write down and analyze two Walt Whitman poems. Write at least one full and complete paragraph in your journal in response to the poems that you have analyzed: How do the poems you have read connect with your life or the experiences of today’s America? Be specific. Read Grammar Unit 3 and Complete Vocab Unit 3 Activities 1-2</p>
Class 9	<p>Obj: Analyze the works of Whitman, his connection to transcendentalism, and how his life impacted his work.</p> <p>Starter: “Place the comma” activity and review</p> <p>While completing starter: Check HW (Whitman analysis, response, Vocab Activities 1-2)</p> <p>Round-Robin Analysis: Whitman poetry. Choose two poems to analyze as a class.</p> <p>O Captain! My Captain! Activity—Finding your barbaric voice</p> <p>Group analysis/teaching: Vocabulary words and lead review of vocabulary activities.</p> <p>Biographical Background: Emerson/Thoreau</p> <p>HW: Read the works of Emerson and Thoreau and annotate each selection. In your journals for each selection: Write a summary (in your own words), highlight one passage that you find significant/puzzling/interesting/telling and explain why, write down two questions for discussion. Complete Grammar Unit 3 Activity and Vocabulary Unit 3 Activities 4-5</p>
Class 10	<p>Obj: Connect the works of Emerson/Thoreau to the contemporary lives of students and to the idea of transcendentalism.</p> <p>Starter: Fix the paragraph activity and review</p> <p>While completing starter: Check HW (Emerson/Thoreau annotation/journal entry; vocab/grammar activities)</p> <p>Class Discussion Emerson/Thoreau: What did you find? What questions do you have? Student-Led Discussion</p> <p>Emerson/Thoreau Activity TBAA</p> <p>Paper Description: The prompt, the rubric, and using past data to improve writing</p> <p>HW: Study for next class’s test. Early American Documents and Unit 3 Grammar/ Vocabulary Rough Draft of Paper due by the beginning of Class 13.</p>

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Class 11	<p>Obj: Assess understanding of Unit 3 Grammar/Vocabulary and the Early American Documents</p> <p>Starter: Review Comma Rules, answer any questions, review vocabulary words</p> <p>Test: Part I: Unit 3 Grammar/Vocabulary Quiz (may include past units) Part II: Declaration of Independence, Common Sense, Thomas Paine, Emily Dickinson (“Hope is the thing with feathers,” “Faith is a fine invention”), Walt Whitman (“O Captain!,” “Song of Myself”), Emerson, Thoreau, Transcendentalism, Biographical Elements.</p> <p>Once Finished: Work on Paper</p> <p>HW: You must have thesis statement, introductory paragraph, and at least two pieces of evidence that you plan to use.</p>
Class 12	<p>Obj: Identify and utilize mini-lessons on writing body paragraphs, utilizing evidence, and writing conclusions.</p> <p>Starter: Write down questions you have about the writing process, what do you need help with? How did past classes approach writing?</p> <p>Mini-Lessons and Activities on the following: Writing Body Paragraphs, Utilizing Evidence, Writing Conclusions</p> <p>Workshop time in between each mini-lesson</p> <p>During Workshop: Meet with students on thesis and writing process (HW check during meetings)</p> <p>HW: Utilize mini-lessons to finish your rough draft. Must be complete and submitted to turnitin.com by the start of next class.</p>
Class 13	<p>Obj: Utilize turnitin.com and its peermark feature to assess and improve peer writing.</p> <p>Starter: We had a big day of writing last class. Did it all make sense? What do you need a review of?</p> <p>Demo: Using the peermark features of turnitin.com</p> <p>Mini-Lesson: What is the purpose of completing peer conferences?</p> <p>Completion of three peer conferences using peermark</p> <p>Debrief once complete</p> <p>Mini-Lesson: How to utilize peermark to improve your writing</p> <p>HW: Using peermark comments, make changes to rough draft and submit final by 11:59 pm of Class 15. Keep in mind the rubric and use all grammar rules and MLA formatting. Do everything you can to be successful.</p>