**Framework for Argument**

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| **Teacher / Class**: Mr. Griffin  9th grade English | **Text:** Annie John | | **Date:** Nov. 13, 2015 |
| **Instructional Objective:** Building an understanding of the factors that influence individuation.  Instructional narrative:  Having learned how to analyze character and setting and touched on the concept of theme, students are starting the novel using their skills for establishing setting and character. From these exercises, students will build a list of concepts or symbols that may constitute themes as they track them through the novel. By the end of the unit students will be able to identify and show evidence for the theme of Annie’s individuation as a product of her detachment from her mother. Students have studied two essays about the need for separation from parents and how we establish identity through that process. The claims made in these essays will serve as a springboard for discussion about Annie’s character. Today, students are studying her character through particular quotes that show her development from curious little girl to mischievous preteen. | | | |
| **Connection to Larger Unit:** Annie John and individuation  How is my coming of age circumscribed by society’s designations of who I should be? | | | |
| **CCLS Standards Addressed:**  ELA 9-10.1; a through e 9-10.2 9-10.7 9-10.10 | | | |
| **Learning Outcomes:**  **SWBAT –**   * Read and interpret complex text * Discuss the idea of individuation as expressed in a complex text of cultural import * Identify argument in nonfiction * Write nuanced response to discussion | | **Connected Assessments:**  Informal: teacher visits students during their individual and paired research to assess the quality of their evidence and interpretation, assisting and clarifying as needed. Who is able to get it?  Share aloud: Teacher calls on students to share their research to make sure each student has been informally assessed for their understanding and application.  Exit Ticket: Explain the claim from one paragraph | |
| **Materials:** handouts | | | |
| **Differentiation Plan, with Names:**  Selected students will be visited for one-on-one coaching based on prior and ongoing assessments, including but not restricted to | | | |
| **Board Notes:**  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 1, Pd. \_\_\_\_\_  Friday November 13, 2015 Mr. Griffin  [Jgriffi5@schools.nyc.gov](mailto:Jgriffi5@schools.nyc.gov)  Congrats to V-ball team! Go Gators!!!  Due now: annotated essays on growing up  Homework: read chapters 4 and 5 of the novel    Class notes: Characterization  **Do Now**: What do we mean when we talk about a character’s motivation?   * Copy terms for characterization from wall.   **Aim**: How does Kincaid use Annie’s experiences to show her growth?    Instructions:   1. Find the quotes in the text and give a short description. What is happening at each particular point in the story? 2. Make a claim about Annie’s character based on each quote and description.   Quotes Context Character   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   Exit: turn in chart  Concepts: death, fear, childhood, parenthood, rituals, education, theft, morality, love, relationships, shame, poverty, separation, stories  Objects: hands, dead bodies, chickens, cemeteries, trees, houses, treats, water | | | |

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| **Lesson Outline with Time Allocations:**  (the lesson activity for learning, which includes the Aim, Do Now or motivating question, a possible plan for modeling, and no fewer than 3 developmental/pivotal questions)  **Essential Question(s):**   * What is the importance of argument in understanding fiction? * How can we extract tacit counterclaims from explicit claims? * How can we understand the coming of age novel as central to our own experience growing up? * How are Pip and Annie John alike in their striving? Are these differences due to time, place, race, and/or gender?   **Class notes: Individuation**  **Do Now: share central and supporting claims with partner.**  **Aim: Is my own experience true to the process of becoming an individual outlined in these essays?**  **Individuation (cont.) is the process of accepting, rejecting and modifying what your parents have taught you, either tacitly or through direct statement or example.**  **Instructions:**  **Pairs: Discuss central and supporting claims.**  **What counterclaims can you identify?**  **How do these claims compare to your own experience growing up?**  **Even though you are not yet eighteen, you have started to separate from your parents. Do the claims seem to reflect this experience? Do they reflect Annie’s experience so far?**  **Make a chart of claims and whether you agree or disagree and whether they match up with Annie’s experience.**  **Exit: turn in chart**  **Concepts: death, fear, childhood, parenthood, rituals, education, theft, morality, love, relationships, shame, poverty, separation, stories**  **Objects: hands, dead bodies, chickens, cemeteries, trees, houses, treats, water** |
| **Homework:**  1) Think – How does the world around us influence who we are? |