**Framework for Argument**

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| **Teacher / Class**: Mr. Griffin  9th grade English | **Text:** Annie John | | **Date:** Nov. 16, 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. They will also label these moments in her journey to establish a map for future application. | | | |
| **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 fiction * Write nuanced response to discussion * Read for meaning: character, theme, and symbol | | **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: label each step in her development | |
| **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. \_\_\_\_\_  Monday November 16, 2015 Mr. Griffin  [Jgriffi5@schools.nyc.gov](mailto:Jgriffi5@schools.nyc.gov)  Due now: chart on individuation  Homework: 1) read chapter 6 of the novel  2) read excerpt on Columbus    Class notes: Characterization  **Do Now**: See wall for common grammatical errors.  **Aim**: What can we learn about Annie’s character development as she moves from childhood into adolescence?  Instructions:   1. Locate the quotes in the novel 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.   **Quote**  – Pip says he is “coarse and common”  **Context** – he has left Estella for the first time and is just outside the gates of her house. This is the first time he knows what social class he belongs to.  **Character** – Pip spends the rest of his life trying to heal this wound.  **“I could say I was something that I was not**” (29).  **Context –** Annie goes to school and realizes she can be anything she wants, which helps her deal with her split with her mom.  **Character –** Annie must establish new bonds, even if she has to lie, in order to become autonomous.  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?   **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?**   * **Who is she as a person?** * **How does the author show this?**   **Instructions:**   1. **Locate the quotes in the novel 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.**   **Example – Pip says he is coarse and common**  **Context – he has left Estella for the first time and is just outside the gates of her house. This is the first time he knows what social class he belongs to.**  **Character – Pip spends the rest of his life trying to heal this wound.**  **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** |
| **Homework:**  1) Think – How does the world around us influence who we are? |