**Framework for Argument**

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| **Teacher / Class**: Mr. Griffin9th grade English | **Text:** Annie John | **Date:** Nov. 17, 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. Students are studying her character through particular quotes that show her development from curious little girl to mischievous preteen. Today, they are analyzing the symbolism in the scene in which Columbus appears at the bottom of a ship in Annie’s textbook and she defaces the text to show her budding consciousness of her position in society. |
| **Connection to Larger Unit:** Annie John and individuationHow 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. \_\_\_\_\_Tuesday November 17, 2015 Mr. GriffinJgriffi5@schools.nyc.gov Due now: chart on individuation and quotes from AJ http://www3.artflakes.com/artwork/products/236241/poster/236241.jpg Class notes: Columbus in ChainsDo Now: Listen to the reading on Columbus’ first interactions with the islands. How is this cruelty a mockery of the standard picture of Columbus?Aim: How is the symbolism of Columbus in chains and Annie’s defacing of it so central to her character development?Symbol: An object, image, or character that has both a literal and figurative meaning.* Example:

*The Pearl is a precious jewel made of a grain of sand covered in petrified oyster juice, but in Steinbeck’s novel it is also symbolic of humankind’s greed and colonial domination of native peoples.*Here are 3 easy steps to follow when identifying a symbol:1) Does the image or object seem to have prominent placement in a novel? -at beginning or end?-title or chapter title?-repeated?2) Is the image or object familiar, either because readers know it or because the author has told us it is important?-basic element (fire, water, earth, sky)?-colors? -animal, vegetable, or human?3) Does the image or object suggest a state of being or feeling, or does it have cultural significance? -perfection, failure, superstition, ambiguity, duality, separation? -education, social class, race, youth, myth, coming of age, ritual, circle of life?-Love, hate, sadness, joy, sorrow, confusion?Read the passage of Annie defacing Columbus’ picture. Identify the symbols; give their literal and symbolic meanings.Columbus in chains symbolism chart

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| Described item w/ quote | Literal meaning – what is being described in reality? | Symbolic Meaning – What does the object suggest as a statement about Kincaid’s novel? |
| His situation – “he was…” |  |  |
| The chains |  |  |
| The hat with the golden feather |  |  |
| His clothing  |  |  |
| The ship |  |  |
| His location at the bottom of the ship |  |  |
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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: Listen to the reading on Columbus’ first interactions with the islands. How is this cruelty a mockery of the standard picture of Columbus?Aim: How is the symbolism of Columbus in chains and Annie’s defacing of it so central to her character development?Symbol: An object, image, or character that has both a literal and figurative meaning.**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) Read chapter 7 for Thursday |