**Duality as Framework for Argument**

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| **Teacher / Class**: Mr. Griffin  9th grade English | **Text:** Reading on Individuation  “Lookin at Ourselves” | | **Date:** Oct. 30, 2014 |
| **Instructional Objective:** Building an understanding of the factors that influence individuation. | | | |
| **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 without getting mired in picayune vocabulary instruction * Discuss the idea of individuation as expressed in a complex text of cultural import * Understand 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 Matty Cafaro, Yuwei, Jori, Elving, Corey Archer | | | |
| **Board Notes:**  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 1, Pd. \_\_\_\_\_  Thurs October 30, 2014 Mr. Griffin  Class notes: Individuation  Aim: What are the roles of family and society in individual growth?  Do Now: Write on your essay – Was the essay easy or difficult? Explain.   1. Discuss 2. Assign individuals to essay 3 or 4 3. Look for claims 4. Meet as group to discuss the claim   -Which sentence contains the claim?  -How does that sentence relate to the central claim?  -What support does the writer give for each claim?  -What is the counterclaim?  -Is your particular claim still relevant today?  5) Explain your specific claim in your own words: What is the writer’sargument? | | | |

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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)  Aim: How can we identify the smaller claims in a larger framework?  Do Now: What claims are made in the opening paragraph?  **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?   **Activities & Assessments:**   1. Prep (5 **min)** 2. Key terms **(3 min)** 3. Group (30 min) 4. Exit Ticket: Put the argument from your essay in your own words? (5 min) |
| **Homework:**  1) Think – How does the world around us influence who we are? |