**Framework for Argument**

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| **Teacher / Class**: Mr. Griffin  9th grade English | **Text:** Annie John | | **Date:** Nov. 23, 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. They have studied 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. Today, they are studying two scenes to reinforce their analytical skills. | | | |
| **Connection to Larger Unit:** Annie John and individuation  What is the relationship between the symbol and the theme of Annie’s individuation? | | | |
| **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 23, 2015 Mr. Griffin  [Jgriffi5@schools.nyc.gov](mailto:Jgriffi5@schools.nyc.gov)  Due now: Columbus chart  Homework: bring books back!!!  Prepare for essay on Columbus in chains  In-class Essay tomorrow – What does the scene symbolize about Annie’s individuation, or development?    Class notes: symbolism  **Do Now**: Pick three key images from the chart that seem most important to the theme.  **Aim**: How can we write an essay about the relationship between symbol and theme?  Instructions:   * The Brownie dream pp. 114 – 116 * The Snake pp. 68 - 70  1. Reread the scenes above. 2. Find three images or objects that help develop the symbol. 3. Write a claim that contains the symbol and theme for each.  |  |  |  | | --- | --- | --- | | 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? |  1. Although Annie is seen as superior, she often feels depressed because she is weighed down by the pains of her coming of age. 2. Annie is trapped by the reality of her situation as a subject of the British Empire, which was founded on racism and gender discrimination yet is the reason for her education. 3. Columbus in chains symbolizes that Annie feels dehumanized in a trap she did not create yet must survive in. 4. In the novel, the symbols in the scene with Columbus—the ship, the chains, and his placement in the ship—reflect in the theme of Annie’s isolation from her mother.   Columbus in chains symbolism chart   |  |  |  | | --- | --- | --- | | 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? | |  |  |  | | 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 |