**Duality as Framework for Argument**

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| **Teacher / Class**: Mr. Griffin9th 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 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 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. GriffinClass 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)
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| **Homework:**1) Think – How does the world around us influence who we are? |