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| **Teacher / Class:**  **Mr. Griffin** | **Novel:**  ***Annie John, Girl* by Jamaica Kincaid** | | **Date:**  **Monday Nov. 9, 2015** |
| **Instructional Objective:**  Using analysis of setting to introduce milieu of Annie. | | | |
| **Connection to Larger Unit:**   * How does the setting influence character and theme?   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.  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 | | | |
| **CCLS Standards Addressed:**  CCLS.ELA-Literarcy.RL.9-12.2  CCLS.ELA.Literacy.RL.9-12.3 | | | |
| **Learning Outcomes:**   * Analyze setting * Refer to previous notes on setting * Compare settings from two works * Write about how the author constructs her setting * List and define concepts that appear in the first nine pages of the novel. | | **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.  Share as pairs: Teacher calls on students to share their research to make sure each student has been informally assessed for their understanding and application.  Exit Ticket: What is the irony of his arrival in London? One example. | |
| **Materials: Novel** | | | |
| **Differentiation Plan, with Names:**  Select students will be called for on for individual assistance based on ongoing assessments:  Key vocabulary will be displayed on the class website, which students can access as needed. | | | |
| **Board Notes:**  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 1, period \_\_\_\_\_\_\_\_  Monday Nov. 9, 2015 Mr. Griffin  [*http://nycmsenglish@weebly.com*](http://nycmsenglish@weebly.com)  *Jgriffi5@schools.nyc.gov*  **Due Now**: Essay based on setting  **Homework**: Read and annotate two essays from “Looking at Ourselves”  Notes: Annie John by Jamaica Kincaid  **Umbrella Question** for the novel: What does the process of Annie John’s Coming of Age say about the universal human struggle to become an individual?   * How do the relationships we have with our parents dictate who we become?   **Do Now**: Read last pages of chapter 1. Look for important ideas that come up.  **Aim**: How does the author develop ideas about life through Annie’s eyes?     1. Read last pages of chapter 1 2. Go back to beginning and make a list of concepts, or topics, that seem to arise from the text 3. Put a star beside the concepts you think will be most important in the novel. 4. In groups of three, decide on three concepts that you think may lead to a theme. Be prepared to explain your choices.   Exit: Why is the chapter called “figures in the distance? | | | |

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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):**   * How is Annie John a Post-Colonial Coming of Age novel? * How does setting help develop character? * What is the importance of the relationship between the colonizer/colonized, and how is it shown in the novel? * How is Annie’s story like and unlike Pip’s? * How does Kincaid use a stream-of-consciousness style to convey Annie’s experience of growing up? * Annie and her mother seem to fight a lot. Is it necessary for mother and daughter to fight so that the daughter can come of age?   Instructions:  **1. Read last pages of chapter 1**  **2. Go back to beginning and make a list of concepts that seem to arise from the text**  **3. Put a star beside the concept you think will be most important in the novel.**  **4. In groups of three, decide on three concepts that you think may lead to a theme. Be prepared to explain your choices.**  **Exit: Why is the chapter called “figures in the distance?** |
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