



Vision – Empowering diverse career and college ready innovators to evolve with the world.

Mission – Science, technology, engineering and math: Embracing diversity and inspiring critical thinking through innovative career and college pathways.

Gateway STEM High School – Biweekly Virtual Learning Planner

Teacher	Del Bosque, Analia	Grade	10 th	Subject	English 2
Week of	September 21 st to October 2 nd	Topic/Title	The Journey towards Social Justice (cntd)		

Lesson/Topic	Lesson Target/Objective <i>What skills will we focus on?</i>	Synchronous/Live Instruction <i>What will we do during our live class?</i>	Asynchronous Playlist <i>What will you do independently?</i>	Assessment/Performance Task <i>What will you turn in?</i>	Due Date
September 21st to September 25th					
Lesson 1 (9/21) Jacob Lawrence Using inferences and conclusions to compose an original historical fiction narrative	<ul style="list-style-type: none"> I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly. I can cite relevant and thorough textual evidence to support inferences drawn from the text. 	<p><u>Jacob Lawrence & Historical Fiction</u></p> <p>Do Now: Is it possible to portray history exactly as it happened? Why or why not? Defend your answers (2+ sentences)</p> <p>Mini-Lesson: Who was Jacob Lawrence? Read the introduction and the biography of Lawrence. Note one fact about Lawrence.</p> <ul style="list-style-type: none"> Introduction link: https://sites.google.com/view/protesting-for-justice/art-as-protest/jacob-lawrence <p>Mini-Lesson: Define Historical Fiction Students explain in their own words after reading definition together</p> <p>Class Activity: Screenprints As a class, examine “The Legend of John Brown” (22 screen-prints by African American artist Jacob Lawrence (1917-2000), about the white abolitionist John Brown, ending with Brown's capture, conviction and execution for treason in the winter of 1859). Read the descriptions and discuss as a class.</p> <p>Introduce Assignment(s) for the week Explain our Narrative Writing prompt; Begin Narrative Writing assignment (found in asynchronous learning).</p>	<p>Narrative Writing Assignment</p> <p><u>Prompt:</u> Historical Fiction, like <i>The Good Lord Bird</i>, takes a real person and imagines him speaking and breathing in the real world.</p> <p>In this assignment, you will bring John Brown or members of his army to life.</p> <p>Step 1 & 2: Using the paintings, choose a character. Make inferences and draw conclusions from the painting to answer these questions about them.</p> <ol style="list-style-type: none"> What is your character's age? What is your character's occupation? What kind of a house does your character live in? Is your character married ____, single ____, divorced ____, living with parents ____? Whom does your character feel good about in the painting? Whom does your character NOT feel good about in the painting? What does your character hope will happen next? <p><i>Complete in Word Document attached to Teams assignment</i></p>	<p>Nearpod Lesson: Jacob Lawrence & Historical Fiction</p> <ul style="list-style-type: none"> You will complete and submit a Nearpod lesson that will include all of your class work from Monday & Wednesday this week <p>Narrative Writing Assignment</p> <ul style="list-style-type: none"> You will complete your short story brainstorming & writing in a Word Document attached to the Teams assignment Your short story should be one-page (double-spaced), and must include dialogue 	Sunday, Sep. 27

<p>Lesson 2 (9/23)</p> <p>Jacob Lawrence</p> <p>Using inferences and conclusions to compose an original historical fiction narrative</p>	<ul style="list-style-type: none"> I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly. I can cite relevant and thorough textual evidence to support inferences drawn from the text. 	<p><u>Jacob Lawrence & Historical Fiction</u></p> <p>Do Now: What makes a good story? List at least 3 requirements of “good” stories.</p> <p>Class Share-Out: As a class, craft a LIST of “good” story requirements</p> <p>Mini-Lesson: Establishing Plot using the Story Mountain Students take note of the 5 components of a plot organized using the story mountain (exposition, rising action, climax, falling action, resolution)</p> <p>A Quick Word about Dialogue Teacher briefly explains dialogue, which will be required in the students’ writing</p> <p>Pre-Writing: Students use the 5 elements of a story mountain to plan the plot of their own historical fiction writing</p> <p>Writing: Students who finish pre-writing may begin writing their historical fiction short story</p>	<p><u>Short Story Writing:</u> Write a one page, double spaced, typed story using your character and these paintings. You must use dialogue.</p> <p><i>Complete in Word Document attached to Teams assignment</i></p>		
<p>September 28th to October 2nd</p>					
<p>Lesson 3 (9/28)</p> <p>John Brown</p> <p>Close Reading and notetaking of a non-fiction text</p>	<ul style="list-style-type: none"> I can explain the central/main idea(s) of a text I can explain how an author alludes to or transforms source material within his or her text. 	<p><u>Lies My Teacher Told Me: John Brown</u></p> <p>Do Now: Watch the video: https://www.youtube.com/watch?v=jfJXTNQbxBE. As you watch, list 5 OMG moments. Then respond to the video.</p> <p>Mini-Lesson: Annotating for Main Ideas</p> <p>Class Reading: As a class, read the first excerpt from Chapter 6 of <i>Lies My Teacher Told Me</i>: https://stlps.sharepoint.com/:b:/s/English2PLC108/EQdEoVfJO8BKguW4nKwYbHMBY7dpKUUUTwnjdyFypeOSnw?e=dgxFNY</p> <p>Notetaking: Students use annotations to write up clear, organizes NOTES on the main ideas about John Brown</p>	<p>LMTTM Notetaking: John Brown Main Ideas</p> <p>Finish notes on the main ideas about John Brown from the excerpt we read in class. Reread the text as necessary.</p>		
<p>Lesson 4 (9/30)</p>	<ul style="list-style-type: none"> I can explain the central/main idea(s) of a text I can explain how an author alludes to or transforms source material within his or her text. 	<p><u>Lies My Teacher Told Me: John Brown</u></p> <p>Do Now: Reflect back on the Loewen text that we began to read last class. How is his book different from your typical history textbook?</p>	<p>LMTTM Notetaking: John Brown Main Ideas</p> <p>Finish notes on the main ideas about John Brown from the excerpt we read in class. Reread the text as necessary</p>		

<p>John Brown</p> <p>Close Reading and notetaking of a non-fiction text</p>		<p>Mini-Lesson: Recap our work from last class (reading & class notes), including annotations</p> <p>Class Reading: As a class, read the next excerpt from Chapter 6 of <i>Lies My Teacher Told Me</i>: https://stlps.sharepoint.com/:b:/s/English2PLC108/EQdEoVfJO8BKguW4nKwYbHMBY7dpKUUUTwnjdyFypeOSnw?e=dgxFNY</p> <p>Open Floor: Students have the opportunity to ask any clarifying questions about this text</p> <p>Notetaking: Begin notetaking on the main ideas about John Brown</p>			
<p>Lesson 5</p> <p>(10/02)</p> <p>John Brown</p>	<ul style="list-style-type: none"> • I can explain the central/main idea(s) of a text • I can use the central/main idea(s) to provide an objective and concise summary • I can explain how an author alludes to or transforms source material within his or her text. 	<p><u>Student Created Textbook Unit</u></p> <p>Do Now: In our reading last class, Loewen demonstrated how textbooks intentionally distort and misrepresent history. What is an example, either from the text or from your own person experience, of a textbook inaccurately portraying history?</p> <p>Introduce assignment: Create Textbook Unit <i>Textbooks intentionally omitted every important detail that we do know about Columbus's fateful voyage to the Americas. Among countless other facts, Loewen demonstrates that Columbus and men were far from the first to set foot in the "New World," and that the peoples he encountered there did not submit to the "godlike" authority of him and his crewmen, but rather to the deadly forms of smallpox and bubonic plague they brought with them from Europe. Now is a time for YOU to write history in a more accurate way. Create two pages, complete with photos, captions, titles, etc. for John Brown. Use the history from Loewen's book.</i></p> <p>Textbook Features: View examples of textbook pages; brainstorm together a set of organizational guidelines that their own textbooks should follow</p> <p>Begin Textbook Units: Students begin to construct their textbook units, using their main ideas from the week and our class' organizational guidelines</p>	<p>Student-Created Textbook Unit Finish your John Brown textbook unit.</p> <p>Author's Note Compose a brief (1 paragraph) author's note explaining how you used Loewen's text to craft this textbook unit.</p>		