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Professor Goldberg

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ENG 670

Three Lesson Plans

Southern New Hampshire University

Lesson Plan #1

Title: Reviewing Building Blocks of English Language in Invention and Research

Audience: AP Literature senior-level high school students

Description: In this lesson, students will analyze how to quickly outline AP free-response prompts in preparation for the AP Literature exam

Core Standards:

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

Learning Objectives: Upon completion of this lesson, students will:

- Apply key annotating principals
- Create outlining methods for AP Lit essays

Time: 50 minutes

Materials: copies of 2019 AP Lit essay prompts (poetry, prose, free response), AP Lit rubrics, and AP Lit outlining template, Smart TV, PowerPoint

Resources:

“AP English Literature: Past Exam Questions.” *AP Central*, College Board, 21 Apr. 2022, apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam/past-exam-questions.

White, Edward, and Cassie Wright. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 5th ed., Bedford/St. Martin's, 2015.

Instructional Procedures:

Introduction (5 minutes): The instructor begins with a bell ringer that asks students how they outline, the importance of outlining, and how it relates to timed essays.

Activity 1. **Review** AP Lit Essay Prompt Analysis and Annotating (5 minutes): The teacher will review essay one (the poetry prompt). Using the PowerPoint connected to the Smart TV, the teacher will underline keywords in the prompt as to what the directions are asking of the student. The class will follow the teacher's directions. Then, we will discuss exactly what the prompt is asking us to do. Students should discover that the prompt unveils some summary about the passage, along with a suggested layout that tells us to focus on "imagery, selection of detail, and tone."

Activity 2. **Apply** Annotations (10 minutes): Students should carefully read the "The Landlady" poetry prompt. They should then read it a second time and annotate for imagery, selection of detail, and tone. Students have already learned about these devices at this point in the course. We will share out on what they found. The instructor will then tell them to place the number *one* next to where they found instances of imagery, a number *two* next to where they found cases of selection of detail, and a number *three* next to where they saw examples of tone.

Activity 3. **Create** a thesis and a formal outline for "The Landlady" using their outline template (25 minutes) – The instructor reviews sample theses from prior AP Lit exams and how they relate to the prompt without summarizing the directions. Students then fill in their outline template, form their thesis, and transfer their evidence into the coordinating boxes in the sheet.

Activity 4. Exit Ticket/Closure (5 minutes) – The instructor asks students to write a reflection based on their comfort level with annotating and forming an outline for the AP Lit essays. If time permits, we will discuss it before class lets out.

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Lesson Plan #2

Title: Evaluating Collaboration Strategies for AP Literature

Audience: AP Literature senior-level high school students

Description: In this lesson, students will give peer feedback regarding their first draft for their AP Lit 2019 Essay Prompt 2 Prose Essay

Core Standards:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

Objectives: Upon completing this lesson, participants will:

- Analyze peer review to improve their first drafts.
- Evaluate their constructive criticism and offer feedback to others.

Time: 50 minutes

Materials: Chromebooks for all students, copies of 2019 AP prose essays and rubrics, pens/pencils, Smart TV

Resources:

“AP English Literature: Past Exam Questions.” *AP Central*, College Board, 21 Apr. 2022, apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam/past-exam-questions.

White, Edward, and Cassie Wright. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 5th ed., Bedford/St. Martin's, 2015.

Instructional Procedures:

Introduction (5 minutes): The instructor begins with a bell ringer that asks students the importance of peer review, their thoughts on what peer review looks like, and how it should relate to their AP essay.

Activity 1. **Analyze** the Peer Review Process (10 minutes): The instructor will show the clip on YouTube, “No One Writes Alone: Peer Review in the Classroom – A Guide for Students,”

discussing how the class should conduct their reviews. The teacher will also lay ground rules for respect, and then the students can ask clarifying questions.

Activity 2. **Evaluate** Peers' Papers (30 minutes): Students are broken up into pods of three to four students selected by the instructor. Students should read their peers' work aloud in order to catch both content and editing issues. They must give constructive feedback and 'grade' their classmate's essays utilizing the AP essay scoring rubric. The teacher should make rounds throughout the room informally assessing progress and answering any questions from the class.

Activity 3. Closure/Exit Ticket (5 minutes): Students should write a review of the process and share their thoughts. The teacher should comment back and give some final comments about what they noticed during the period.

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Lesson Plan #3

Title: Create newly revised papers using peers' constructive feedback

Audience: AP Literature senior-level high school students

Description: Students can apply what their peers suggested and create a revised copy of their 2019 prose essay prompt to turn in.

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Objectives: Upon completion of this lesson, students will:

- Compose a finalized version of their AP Lit poetry prompt.
- Proofread and edit their papers according to their peers' feedback and with the aid of technological tools.

Time: 50 minutes

Materials: Student Chromebooks, sentencechecker.com website, Smart TV

Resources

"AP English Literature: Past Exam Questions." *AP Central*, College Board, 21 Apr. 2022, apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam/past-exam-questions.

"Sentence Checker." *Sentence Checker*, 2022, www.sentencechecker.com.

White, Edward, and Cassie Wright. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 5th ed., Bedford/St. Martin's, 2015.

Instructional Procedures:

Introduction (5 minutes): The instructor begins class with a bell ringer that asks students about the importance of proofreading. They will also comment on how they will apply their notes from their peers from their collaborating exercise.

Activity 1. **Evaluate** 2019 prose paper rough drafts (25 minutes): Students will make the necessary changes their peers suggested. They will confer with their peers should they need any

clarification. They can ask the instructor for any help in the proofreading process here. This lesson will have taken place a couple of days after the collaboration lesson so that the paper is fresh in students' minds.

Activity 2. **Introduce** Technological Tools (5 minutes): The instructor will run a sample paper through the sentence checker website and demonstrate to students how to properly proofread their work.

Activity 3. **Proofread** using the Sentencechecker website (10 minutes): Students will copy and paste their papers into the website and make any final edits. They will check with the teacher should they run into any issues.

Closure/Complete Assignment (5 minutes): The instructor will inform students to upload their assignments to Google Classroom. By this time, the students should have fully edited their papers.