|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** | **11/07/16**  **A Day** | **11/08/16**  **PD Day** | **11/09/16**  **B Day** | **11/10/16**  **\*C Day\*** | **11/11/16**  **A Day** |
| **Objective:** | Students will analyze various sources and mediums to determine if they are primary or secondary sources. |  | After taking notes on MLA formatting, and completing a class Q&A activity, students will be able to successfully and accurately create an MLA formatted Works Cited entry given the essential information. | Given the first chapter of our human rights novel, students will demonstrate the qualities of a close reader by completing a reader response journal using quotes from the text.  Given the issues presented in the first chapter of the A Long Way Gone, students will review their human rights project and create their word web. | Students will reinforce Q1 concepts by reading Chapter 11 in The Outsiders and answer discussion questions. |
| **Essential**  **Question(s):** | How can you determine if a work is a primary or secondary source? |  | Why and how is MLA formatting used? | What can I infer about human rights based on this true story?  What is an area of human rights that I feel passionate enough about to research? | What concepts from Q1 need to be reinforced? |
| **Standards:** | W8, RI 1 |  | L1, L2, L3 | RI 1, RI 4, RI 5, RI 6, W7, W8 | RL 1, RL 3 |
| **Warm-Up:** | WOD: Galvanizing | WOD: | WOD: Resonate | WOD: Rhetoric | WOD: Seismic |
| **Agenda:** | 1. Warm-up: WOD 2. Students will take notes on primary vs. secondary sources tutorial 3. Review of examples. 4. Sources worksheet – breakdown into segments for I do, we do, you do. Review of each portion. 5. Level Up practice. | 1. Warm-up: WOD 2. Students will | 1. Warm-up: WOD 2. Students will take notes on MLA. 3. Students will work in groups to come up with a mnemonic to remember MLA style. 4. Students will work in pairs to complete MLA citation worksheet. | 1. Warm-up: WOD 2. Students will watch the video on human rights. 3. Students will silently read Chapter 1 of “A Long Way Gone.” 4. Students will complete a reader response journal entry. Teacher will review the human rights project. 5. Students will work in pairs to decide on a topic and create their research web, and a research question. | 1. Warm-up: WOD 2. Students will read Chapter 11 and complete discussion questions. |
| **Student Assignments:** | *Formative: Level Up Practice* | *Formative:* | *Formative: mnemonic device, exit ticket* | *Formative: reader response journal, research question,* | *Formative: Ch 11 questions* |

**English Honors I – 2**