



Objective: What is the goal of this lesson?

Students will receive feedback on their Quick Passage Analysis papers and use this feedback to improve their second drafts. They will also incorporate a few new elements into their writing.

Summary (50 words)

Students are reading the novel Beloved by Toni Morrison. In the previous lesson they completed a writing task known as a “Quick Passage Analysis”. During today’s lesson, the students will be working with other students to collaborate as editors and offer feedback on the paragraphs so writers may use this feedback to revise their written work as well as incorporate some new elements.

Context: What happened before this lesson? What will happen after?

During the previous lesson, students completed a writing task about a key passage in the novel. All students in the class uploaded their writing to a shared Google document. This allowed them to easily read other students’ written work. The assumption is that students have read one or two other students’ pieces and have formulated questions and feedback for their peers. In today’s lesson, they will share this feedback so that students on the receiving end can revise their analysis papers. They (the student authors) will also be expected to incorporate some new quotations and comments in their work or use transitions in a deliberate way.

Materials: What resources were used when planning this lesson?

The novel itself as well as strategies and routines that have been incorporated into this AP class to promote deep analysis and discussion.

Standards: What Common Core standards does this lesson address (if any)?

Reading:

RL. 11-12.3 *Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).*

Writing:

W. 11-12.2b *Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.*



Differentiation: How will this lesson be differentiated for all students (if at all)?

As this is an AP class, most of these students are probably fairly high performers. However, some differentiation will be accomplished via placement in student work groups given strengths and weaknesses both historically evident and evident in the current drafts. Additionally, the teacher may probe during the time students are providing warm/cool feedback.

Assessment: How will student progress be measured?

As with Lesson 1, the key product of Lesson 2 will be the piece of writing produced. The teacher will be looking for deep thinking using evidence, close reading, analysis, and theme. Moreover, students will work to develop their stylistic skills for both their own thinking and to compel an audience toward that thinking. Students will have a rubric detailing expectations for the paragraph. Additionally, participation in group discussion and the depth of student input and feedback to one another will be important.

Lesson Plan

1. Before class, each student will have selected one other student (at a time) within their group and carefully read that student's QPA via Google Docs. During group time, students will model the strategy of "Critical Friends" input where they discuss warm feedback and then cool feedback, including suggestions and/or questions about the piece of writing they have selected. During this time, the passage author receives the feedback in a receptive "fly on the wall" listening mode.
2. (HW) Students transition to a new elaboration of their initial written piece where they select a more relevant quotation from the novel/passage and comment about its significance and/or they will think about use of transitions in their writing.
3. Students' written pieces are revised to incorporate these new elements and the final piece is submitted to "TurnItIn.Com"



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Lesson Plan