



	Teacher: Brian Hennig	Grade/Subject: 11 AP English III	Week of: January 23– 27, 2017		
	Lesson/ Unit of Study: Intensifying Descriptions/Style				
	Weekly Objectives: <ul style="list-style-type: none"> <li>To focus on effective diction and syntax</li> <li>To practice skills involved in effective revision and editing.</li> <li>To describe what is meant by the phrase “writing style”</li> <li>To analyze the styles in several passages</li> </ul>				
	<b>Monday 1/23 A Day</b>	<b>Tuesday 1/24 B Day</b>	<b>Wednesday 1/25 A Day</b>	<b>Thursday 1/26 B Day</b>	<b>Friday 1/27 A Day</b>
<b>Due</b>	Descriptive Essay	Descriptive Essay	Descriptive Essay	Descriptive Essay	Forum Post
<b>Lesson Objective (LO)</b>	<b>SWBAT</b> critique two classmates’ descriptive writing for mechanics, spelling, and grammar.	<b>SWBAT</b> critique two classmates’ descriptive writing for mechanics, spelling, and grammar.	<b>SWBAT</b> to review classmate’s writing for effective diction and syntax.	<b>SWBAT</b> to review classmate’s writing for effective diction and syntax.	<b>SWBAT</b> analyze the writing style of a given author.
<b>Demonstration of Learning (DOL)</b>	Students will critique two classmates’ descriptive writing for mechanics, spelling, and grammar by completing two peer editing sheets with 100% accuracy.	Students will critique two classmates’ descriptive writing for mechanics, spelling, and grammar by completing two peer editing sheets with 100% accuracy.	Given the descriptive writing rubric, students will review classmate’s writing for effective diction by completing the rubric 1 out of 1 time for 100% accuracy.	Given the descriptive writing rubric, students will review classmate’s writing for effective diction by completing the rubric 1 out of 1 time for 100% accuracy.	Given an excerpt from Francis Bacon’s <i>The New Organon</i> , students will analyze the author’s diction by correctly responding to 4 out of 4 open-ended questions with 100% accuracy.
<b>SmartStart</b>	What has been the biggest challenge in completing the descriptive writing assignment? Explain.	What has been the biggest challenge in completing the descriptive writing assignment? Explain.	What is syntax and diction? How are they related?	What is syntax and diction? How are they related?	Explain what is meant by the phrase “writing style”?
<b>Taught Curriculum</b>	<p><b>Activity 1:</b> Using the Becoming a Naturalist Worksheet, students will construct a 5 paragraph paper detailing their observations as a naturalist.</p> <p><b>Activity 2:</b> Students will peer edit two classmates’ descriptive writing.</p> <p>Papers will be checked for content, mechanics, spelling, and grammar as detailed on the peer editing checklist.</p> <p>Once students have reviewed two descriptive essays, they may begin drafting their final paper.</p>	<p><b>Activity 1:</b> Using the Becoming a Naturalist Worksheet, students will construct a 5 paragraph paper detailing their observations as a naturalist.</p> <p><b>Activity 2:</b> Students will peer edit two classmates’ descriptive writing.</p> <p>Papers will be checked for content, mechanics, spelling, and grammar as detailed on the peer editing checklist.</p> <p>Once students have reviewed two descriptive essays, they may begin drafting their final paper.</p>	<p><b>Activity 1: Focus on Syntax:</b> In writing it is important to value your sentence structures including dependent clauses and appositives.</p> <p><b>With a shoulder partner,</b> complete handout 29: Focus on syntax.</p> <p><b>Activity 2: Focus on Diction:</b> <b>In your table</b> groups complete handout 30.</p> <p><b>Activity 3: DOL</b> Using the descriptive writing rubric, review a classmate’s final paper. On the rubric make notes about the author’s use of description, imagery and figurative language, attitude, and diction and syntax.</p>	<p><b>Activity 1: Focus on Syntax:</b> In writing it is important to value your sentence structures including dependent clauses and appositives.</p> <p><b>With a shoulder partner,</b> complete handout 29: Focus on syntax.</p> <p><b>Activity 2: Focus on Diction:</b> <b>In your table</b> groups complete handout 30.</p> <p><b>Activity 3: DOL</b> Using the descriptive writing rubric, review a classmate’s final paper. On the rubric make notes about the author’s use of description, imagery and figurative language, attitude, and diction and syntax.</p>	<p><b>Activity 1: Style:</b> What is style? What is style in music? Fashion?</p> <p>In discussing writing, we use the word <i>style</i> all the time to mean all of an author’s characteristic choices. We might speak of a blunt and outspoken style, lyrical style, a conversational style, or an academic style.</p> <p><b>Activity 2: Words from George Bernard Shaw:</b> Read the quotation from George Bernard Shaw’s preface to his play <i>Major Barbara</i>. Then in your <b>table groups</b>, respond to the 5 analysis questions on handout 32.</p> <p><b>Activity 3: Contrasting Styles:</b> On handout 33, you will find and excerpt from Dylan Thomas’ <i>Memoirs of Christmas</i> and James Baldwin’s <i>The Fire Next</i></p>



					<p><i>Time.</i> Both focus on description, but use very different writing styles.</p> <p>Read the passages with a <b>shoulder partner</b>. Then write a brief description of the style of each piece. Focus on how the styles are different.</p> <p><b>Activity 4: DOL: Insights from Francis Bacon</b> Independently read the passage and then respond to the four open-ended questions.</p>
<b>Homework</b>	Descriptive Essay Final Draft	Descriptive Essay Final Draft	Forum Post	Forum Post	Personal Cave Essay
<b>Multiple Response Strategies</b>	Descriptive Essay	Descriptive Essay	Shoulder partner, table talk.	Shoulder partner, table talk.	Shoulder partner, table talk.
<b>Instructional Resources</b>			Handout 29, 30, 31	Handout 29, 30, 31	Handouts 32, 33, 34