

Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26

Teacher: Ms. Brown

Subject: British Literature

Course: 12th Grade

11/10/25 - 11/14/25

Standards - 12.T.T.4.a, 12.L.V.3.b, 12.P.AC.1.a, 12.P.ST.2.a, 12.T.SS.2.a, 12.P.AC.1.b, 12.T.PM.1.a, 12.T.T.1.d, 12.P.ST.1.b

Assessment - Summative - Unit Test Stations (11/3), Unit 2 Test (11/4), Close Reading - highlighting/annotating, notes, paraphrasing (11/5), Preplanning work (11/6), Rhetorical Analysis Essay

Day	Learning Target (LT)	Success Criteria (SC)	Activation of Learning (5 min)	Focused Instruction – I DO (10 min)	Guided Instruction – WE DO (10 min)	Collaborative Learning – Y’ALL DO (10 min)	Independent Learning – YOU DO (10 min)	Closing (5 min)	Homework
11/10	I am demonstrating what may already know by taking my Unit 3 Pre Test								0 Deadline for making up Unit 2 Post-Test or completing any aspect of Rhetorical Analysis Essay (close reading, prewriting handouts, or typing essay) is this Friday, 11/14. No make up will be allowed beyond this week.
11/11	Holiday								0
11/12	I can identify and explain poetic devices and similes in Lady Mary Chudleigh’s ‘To the Ladies.’	SC1: I can locate examples of simile, metaphor, and personification in the poem. SC2: I can explain how these devices reinforce Chudleigh’s theme and tone.	Quick Write: ‘Describe one modern expectation society places on women. How do people resist or accept these expectations?’	Modeling with Think-Aloud: Teacher reads poem aloud, annotating similes/metaphors. Create Anchor Chart of poetic devices and effects.	Graphic Organizer (Guided): Students identify figurative devices and tone in pairs using a guided chart.	Collaborative Annotation: Groups annotate for tone and figurative language, connecting to critique of marriage expectations.	Graphic Organizer (Independent): Students complete connections between imagery, diction, and theme.	Exit Ticket: Summarize how Chudleigh uses simile to express satire toward male dominance.	Deadline for making up Unit 2 Post-Test or completing any aspect of Rhetorical Analysis Essay (close reading, prewriting handouts, or typing essay) is this Friday, 11/14. No make up will be allowed beyond this week.
11/13	I can analyze author’s purpose and tone to determine Chudleigh’s argument and use of satire.	SC1: I can evaluate how tone and diction reveal Chudleigh’s critique of social norms. SC2: I can discuss how satire strengthens the author’s argument.	Anticipation Guide: True/False prompts about 18th-century gender roles and satire.	Direct Instruction: Mini-lesson on satire, tone, and context. Model close reading of stanza 1 for irony and diction.	Reciprocal Teaching: Groups take roles (summarizer, clarifier, questioner, predictor) to interpret stanzas.	Socratic Seminar: Debate whether the poem is rebellious or reflective of its era using evidence.	Written Response: Paragraph explaining how satire and tone reveal Chudleigh’s purpose.	Written Response: Paragraph explaining how satire and tone reveal Chudleigh’s purpose.	Deadline for making up Unit 2 Post-Test or completing any aspect of Rhetorical Analysis Essay (close reading, prewriting handouts, or typing essay) is this Friday, 11/14. No make up will be allowed beyond this week.

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