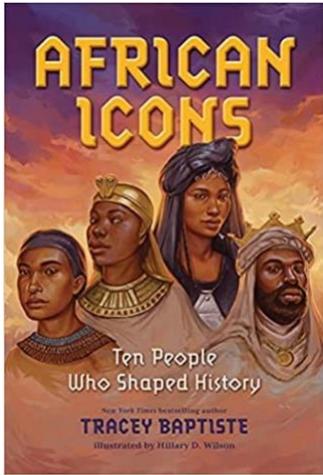


# African Icons

by Tracey Baptiste and illustrated by Hillary D. Williams



## Weekly Lesson Plan by Mr. Harris

Audience: Grades 9-10, English

Dates:

Class: CP English 9/10

Time(s): ~50 Minutes

Weekly Lesson Plan: Language and Rhetorical Elements in African Icons (By Tracey Baptiste)

Teacher: Mr. Harris

SIOP Format	M	T	W	TH	F
<b>State Standard:</b>	CDE 9th/10th Grade Reading, Writing, and Communicating standards: 3-4) Read a wide range of literary/informational texts to build knowledge and to better understand the human experience. 9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	CDE 9th/10th Grade Reading, Writing, and Communicating standards: 3-4) Read a wide range of literary/informational texts to build knowledge and to better understand the human experience. 9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	CDE 9th/10th Grade Reading, Writing, and Communicating standards: 3-4) Read a wide range of literary/informational texts to build knowledge and to better understand the human experience. 9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	CDE 9th/10th Grade Reading, Writing, and Communicating standards: 3-4) Read a wide range of literary/informational texts to build knowledge and to better understand the human experience. 9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	CDE 9th/10th Grade Reading, Writing, and Communicating standards: 3-4) Read a wide range of literary/informational texts to build knowledge and to better understand the human experience. 9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
<b>Content Objective:</b>	Introduction to African Icons; brief discussion about historical vs. descriptive language	Introduction to African Icons; discussion about proposal activity	In-class work on rhetorical analysis project; small discussions about language used in specific chapters	In-class work on rhetorical analysis project; peer-review and editing; small-group discussion as needed	In-class work on rhetorical analysis project; peer-review and editing; small-group discussion as needed
<b>Language Objective:</b>					

<b>CALP Vocabulary:</b>	Rhetoric, language, descriptive language vs. biographical language	Rhetoric, language, descriptive language vs. biographical language	Rhetoric, language, descriptive language vs. biographical language	Rhetoric, language, descriptive language vs. biographical language	Rhetoric, language, descriptive language vs. biographical language
<b>Supplementary Materials:</b>	African Icons text, paper/writing utensils, laptops/tablets	African Icons text, paper/writing utensils, laptops/tablets	African Icons text, paper/writing utensils, laptops/tablets	African Icons text, paper/writing utensils, laptops/tablets	African Icons text, paper/writing utensils, laptops/tablets
<b>Motivation:</b> <b>Essential question</b> <b>(Links to students' background experiences, Links to past learning)</b>  <b>Presentation:</b> <b>(Objectives, Comprehensible input, modeling, strategies, scaffolding and sequence, interaction, feedback)</b> <b>HOTs</b>	SWBAT use reading techniques to differentiate between various types of language used in historical writing;	SWBAT use reading techniques to differentiate between various types of language used in historical writing;	SWBAT describe the rhetoric and language used in African Icons	SWBAT describe the rhetoric and language used in African Icons	SWBAT describe the rhetoric and language used in African Icons
<b>Practice and application:</b> <b>(Meaningful activities, interaction, strategies, feedback)</b> <b>HOTs</b>	Introduction to African Icons text; Individual/group reading in class; students will choose a specific section of the book to study further based on their individual interests.	Continue reading African Icons individually/in groups, work on proposals in class	Mini-lecture on descriptive vs. biographical language; students will use the rest of class time to plan and start their rhetorical analysis papers.	Workshop days: students will peer-review one another's work, as well as be able to ask for clarification or help with their papers.	Workshop days: students will peer-review one another's work, as well as be able to ask for clarification or help with their papers.
<b>Review and assessment:</b> <b>Review objectives, vocabulary, assess learning</b>	Students will start reading <i>African Icons</i> , browsing the text for examples of historical vs. descriptive language to share in small-group discussion.	Students will write a brief 1-2 paragraph proposal on what chapter of African Icons they want to study & discuss further	Students will write a 2-3 page rhetorical analysis of their chosen section in African Icons, mainly comparing historical vs. descriptive language within the text.	Students will write a 2-3 page rhetorical analysis of their chosen section in African Icons, mainly comparing historical vs. descriptive language within the text.	Students will write a 2-3 page rhetorical analysis of their chosen section in African Icons, mainly comparing historical vs. descriptive language within the text.

<p><b>Notes:</b></p>	<p><b>Sample Schedule for Day One:</b></p> <p>~Introductory Discussion: Ask class if they have any previous knowledge about specific figures in African history (10-12 minutes)</p> <p>~Introduce <i>African Icons</i> text, explain differences between descriptive vs. biographical language using examples from <i>African Icons</i> (5-7 minutes)</p> <p>~Organize class into individuals/groups for reading, according to reading preferences. Students will be asked to find at least one (1) example of each type of language (historical vs. descriptive, no formal graded assignment) to share in small groups (20-25 minutes)</p> <p>~Small-group Discussion: Students will be divided into groups of 3-4, sharing what they discovered re: language in pre-reading (5-8 minutes)</p>	<p><b>Sample Schedule for Day Two:</b></p> <p>~ Open Class Discussion: Class will be invited to share any insights, examples of language, etc., from the previous class session. Students will be invited to ask for clarification and share examples to prepare for reading (10 minutes)</p> <p>~ Introduce Proposal Assignment: Students will be asked to spend the rest of class finding a section of <i>African Icons</i> that they wish to pursue further. They will be given a prompt sheet, asking for 1-2 paragraphs describing what section of the text they are interested in and why (5-10 minutes)</p> <p>~ Reading/Work Time: Students will be given space to pursue <i>African Icons</i> further and work on their written proposal. If they do not have enough time to write their proposal in class, they are able to work on it outside of class and bring it in for the next class session (25-30 minutes)</p> <p>~End-of-Class time for turning in proposals, clarifying questions, anything else that individual students might need to feel ready for the rest of the week (3-5 minutes)</p>	<p><b>Sample Schedule for Day Three:</b></p> <p>~Open Class Discussion: Students will be invited to ask any questions about language, their proposals, share their ideas, or briefly discuss the text (5-10 minutes)</p> <p>~ Rhetorical Analysis Assignment Introduction: Pass out assignment sheets, explain assignment &amp; work process over the next few class periods. Explain how to quote text within an essay, leave room for questions (5-7 minutes)</p> <p>~ Individual Reading/Work Time: Students will be able to closely examine their chosen chapter/section of <i>African Icons</i>, and start working on or at least planning their essay. Students will be asked to show an artifact by the beginning of next class for group work, whether that be precise examples of language from their chosen section of <i>African Icons</i>, some form of essay planning/organization, all the way up to an introduction, rough draft, etc. (30-40 minutes)</p>	<p><b>Sample Schedule for Day Four:</b></p> <p>~ Open Class Discussion: Students will be invited to share any insights in their writing process so far, ask clarifying questions, discuss the text, etc. (10 minutes)</p> <p>~ Writing Workshop: Students will be grouped up based on individual needs, chosen chapters, place in the writing process, etc., and given space to collaborate, help each other, and share ideas (40 minutes)</p>	<p><b>Sample Schedule for Day Five:</b></p> <p>~ Open Class Discussion: Students will be invited to share any insights in their writing process so far, ask clarifying questions, discuss the text, etc. (10 minutes)</p> <p>~ Writing Workshop: Students will be grouped up based on individual needs, chosen chapters, place in the writing process, etc., and given space to collaborate, help each other, and share ideas. Students would ideally be able to have a relatively polished 2-3 pages written discussing <i>African Icons</i> by the end of the week, but they will also be able to work on their writing over the weekend if needed (40 minutes)</p>
----------------------	---	---	---	--	---

**Samples of Possible Student Proposal and Assignment Prompts:**

***African Icons* Proposal Assignment:**

~In one or two paragraphs, describe a section of *African Icons* that you would like to read more closely. Be sure to look at elements of your proposed section such as descriptive language, biographical language, and any other elements of the writing that seem related to how your chosen historical figure is being described.

(Sample)

For my essay on *African Icons*, I want to look more closely at the section about Aesop. Right off the bat, the author, Tracey Baptiste uses biographical language to describe Aesop: “The fable writer Aesop, who lived c. 620-560 BCE, was most likely an Ethiopian” (pg. 52). It interested me that almost right away, the author adds some descriptive language too: “In several accounts, Aesop is cruelly described as being small and ugly, perhaps even deformed” (pg. 52). The fact that the language changed from biographical to descriptive so quickly interested me in reading this section further to find out how Aesop is described.

***African Icons* Rhetorical Analysis Assignment:**

~(2-3 pages, double spaced, 12 pt. Times New Roman font) For your chosen section of *African Icons*, you will provide a detailed analysis of the language used to describe a figure in African history. Focus on the specific mix between descriptive language and biographical language, using this mix to explain how the author portrays the “African Icon,” both as a real person and as an iconic figure. You should use *at least* 2-3 examples of each type of language, directly quoting *African Icons* within the space of your writing.