**DP BI-WEEKLY LESSON PLAN**

**TEACHER’S NAME:** J David Brinson  
**COURSE:** English A: Language and Literature  
**Unit:** 1 ➔ Language and Taboo / Beliefs / Power and Metacognition – Thinking about Literature / Thinking about Thinking  
**BIMESTER:** 1  
**DP YEAR:** 1

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<th>Week(s):</th>
<th>Lesson Title: <strong>Continued... How do beliefs lead to taboos and power?</strong> (Part 1: Language and Cultural Context)</th>
<th>Dates: 01 October – 12 October (Bimester exams beginning week of 11 October)</th>
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**Objective:**

Students will begin to understand the connection between language and literature, while developing their skills related to textual analysis.

**Specific Learning Expectations:**

- Students will analyze how audience and purpose affect structure and content.
- Students will analyze the use of persuasive language, voice, and tone in the (author’s) pursuit of power.
- Students will be aware of how rhetorical devices and figures of speech are used.
- Students will evaluate historical influences in literature.

**T.O.K.:** How are our understandings of texts affected by their various historical, social, and cultural contexts?

**Learning Activities:**

1. Close Reading as a group of the texts:
   - a) 11: Patrick Henry *Speech to the Second Virginia Convention* (pag. 112 – 119)  
     *CHART* figures of speech with restatement of meaning
   - b) 11: Jonathan Edwards from *Sinners in the Hand of an Angry God* (pag. 95 – 101)
   - c) 12: Alexander Pope from *An Essay on Man* and from *The Rape of the Lock* (pag. 528 – 545)

2. **FREE-WRITING** exercise: Journal entries with a range of topics related to our unit (around two per week)

**Assessment:**

1. Close reading to include open-ended discussion questions.
   - a) Rhetorical Devices  
     Power through hyperbole, rhetorical questions, connotative language, metaphor, figures of speech (logos, pathos, ethos)
   - b) TOPICS: Great Awakening / Historical Connections  
     ~ Colonies / Puritanism  
     ~ Connotations / Denotations
   - c) Epic similes / antithesis / satire  
     ~ Grammar Practice:  
     Inverted Word Order p. 544

2. Students will analyze their understanding of the power of language as it applies to beliefs (systems of beliefs) and taboos through a variety of written styles

**Reading Strategies:**

- Connecting text-self  
- Connecting text-text  
- Inferences  
- Critical Questioning

**Vocabulary in Context:**

indented, ambulatory, ingenious, infidel, mortification, hyperbole, connotative language, arduous, insidious, subjugation, remonstrate, appease, abate, prudence, abhor, abominable, stoic, disabused, obliquely, plebeian, destitute, assignations
3. Pair / small group work – Think : Pair : Share → The Study of Literature in IB Textbook pp. 7 - 27

   a) Debate on what constitutes literature.
   b) Reading It Two Ways
   c) A medical narrative
   d) Sign Systems # 1-3

3. Interpreting what constitutes literature and discovering the various styles of literary analyses and their methodologies (tied in with T.O.K.)

   a) Exercise(s) pulled from textbook -- page 8
   b) Page 19
   c) Page 24
   d) Page 27

Writing Strategies: (Following Bloom’s Taxonomy)
- Knowledge – recall
- Comprehension – understand
- Application – show meaning
- Analysis
- Synthesis
- Evaluation

Connected with Learning Activities and Assessment

Writing for Literary Analysis / Comparison of Literary Works (12: pp. 543 – 545)

~~Literary Analysis # 1 – 7 p. 543

Resources:

Oxford IB Diploma Programme English A: Language and Literature Guide (Section 1 pages 7 – 27)

http://www.swarthmore.edu/SocSci/belorsey1/41docs/51-fra.html (Benjamin Franklin: Advice to a Young Man on the Choice of a Mistress)

http://www.historycarper.com/resources/twobf2/advice.htm (Benjamin Franklin: Advice to a Young Tradesman, Written by an Old One)


Homework / TO DO:

PURCHASE / OBTAIN books: Twelfth Night by William Shakespeare / The Catcher in the Rye by J D Salinger

Various writing activities throughout the lesson (checked on a weekly basis).

Required Reading at home

TEACHER’S WEBSITE: www.mrbrinsonenglish.weebly.com