

Preliminary Preparation Phase	
<b>Course</b>	
<b>Unit Title</b>	<p><b>Critical Thinking Foundation – # of class sessions/# of minutes each</b></p> <ul style="list-style-type: none"> <li><b>End of unit application:</b></li> </ul> <p>Demonstrate the value of sentence-level parallelism, especially for conclusions.</p>
<b>Lesson’s Content Focus</b> <i>Statement of conceptual or procedural knowledge</i>	<p><b>Concept:</b></p> <p>Write a revised paragraph conclusion employing sentence-level parallelism</p>
<b>Essential Question</b> <i>Question for reflecting on essential content presented at start of lesson, but answered in Phase 4</i>	Can you wrap up an ending to an essay with a clear sense of closure for the reader? Do you want your audience leaving your writing remembering your argument?
<b>Learning Outcome</b> <i>Statement describing task requiring students to demonstrate their understanding by end of the lesson. Task completed in Phase 3 below</i>	Present some communication that is recent and they can relate to that uses parallelism in communication. Then through freewriting have them revise a concluding paragraph from a previous essay they have written.
Lesson Phases with Students	
<b>Phase 1: Introduction</b>	<p><b>Strategy to contextualize new content and activate prior knowledge:</b></p> <p>Show video clips of President Obama’s inauguration speech and have them count and quickly write down the number of time they hear him use parallelism in his communication.</p>
<p><b>Phase 2: Presentation</b></p> <p>a. Explain/demonstrate each new content element to be learned.</p> <p>b. Provide sufficient examples.</p> <p>c. Insert “Quick-Thinks” that function both as checks for understanding and as brief student engagement tasks.</p>	<p><b>Point #1</b></p> <p>Present written examples of parallelism (e.g., Ecclesiastes, III, the speeches of Martin Luther King, Jr. or Abraham Lincoln).</p>
	<p><b>Point #2</b></p> <p>Ask them to identify what parts reflect parallelism</p> <p>Show video</p>
	<p><b>Point #3</b></p> <p>Request feedback (guess who can quote the highest number of uses)</p> <p>Pair/share for pre-writing ideas of parallelism</p>
<p><b>Phase 3: Independent Practice</b></p> <p><i>Statement describing task requiring students to demonstrate their understanding by end of the lesson. Matches <b>Learning Outcome</b> above.</i></p>	<p><b>Independent practice task:</b></p> <p>Conclude by in-class writing of revised conclusion to previous essay, this time utilizing parallelism.</p>
<p><b>Phase 4: Consolidation</b></p> <p><i>Students answer Essential Question using one of these strategies:</i></p> <ul style="list-style-type: none"> <li>• Whole class discussion, then write.</li> <li>• <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Partner discussion, then write.</li> <li>• <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Write first then share with partner.</li> </ul>	<p><b>Strategy for answering the essential question:</b></p> <p>Partners discuss the value and compare/contrast their own usage with that of the President.</p>
<b>Materials Needed</b>	Xerox handout with examples of parallelism/video of speech/video player