



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: English Grade 11

During the course of each unit, the following standards should be imbedded (possibly as bellwork/exit slips or a whole day lesson if needed dependent on students):

Reading Across the Curriculum

- a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
- b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
- c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms

A.2. Reading Strategies

- a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
- c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
- d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
- e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework

B.4. Sentence-Level Constructions

- g. Use strong action verbs, sensory details, vivid imagery, and precise words
- a. Correctly spell commonly misspelled/confused words
- b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
- c. Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb
- d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
- e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified

B.5. Conventions of Usage

- f. Correctly use parts of speech
- a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
- b. Use punctuation correctly within sentences and words

B.6. Conventions of Punctuation

- c. Demonstrate correct use of capitalization
- D.2. Applications
- g. Actively participate in small-group and large-group discussions, assuming various roles
 - a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
 - b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork

E. Study Skills and Test Taking

- d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

B.2. Modes of Writing for Different Purposes and Audiences

- a. I can establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
- b. I can organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence

- c. I can add important information and delete irrelevant information and details to more clearly establish a central idea
- d. I can rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes

B.3. Organization, Unity, and Coherence

- e. I can write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
 - a. I can recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction
 - b. I can combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect
 - c. I can use parallel structure to present items in a series and items juxtaposed for emphasis

Unit 1 (20 Days)

Introduction to English 11: Persuading with Style

Objectives as Learning Targets

A.4. Influences on Text

- a. I can critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer’s techniques (e.g., repetition of ideas, syntax, word choice) in increasingly challenging texts

A.5. Author’s Voice and Method

- g. I can evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts
- a. I can distinguish between valid and invalid arguments; provide evidence to support the author’s findings; and note instances of unsupported inferences, fallacious reasoning, and propaganda techniques used in literature, film, advertising, and/or speeches
- c. I can locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources

A.6. Persuasive Language and Logic

- d. I can distinguish between fact and opinion, basing judgments on evidence and reasoning
 - a. I can use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
 - b. I can analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a speech to inform versus a speech to persuade)

B.1. Writing Process

- c. I can create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others’ writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions

B.2. Modes of Writing for Different Purposes and Audiences

- c. I can craft first and final drafts of persuasive papers that articulate a clear position; support assertions using rhetorical devices, including personal anecdotes and appeals to emotion or logic; and develop arguments using a variety of methods

Activities

- Day 1: On the first day of class, students interview each other. Then, they share what they have learned with the class. This leads to a discussion of organizational patterns in writing and a general exploration of the study of English.
- Day 2: The themes for the unit and Sustained Silent Reading (SSR) are discussed.
- Day 3: The syllabus, course policies, class notebooks, and portfolios are discussed.
- Day 4: Students spend time in the school library finding books to read for SSR.

Day 5: In groups, students create either a photo-story or an identity portrait. Then, each student writes a short, persuasive essay explaining why he or she deserves an "A" on the project.

Day 6: In groups, students create either a photo-story or an identity portrait. Then, each student writes a short, persuasive essay explaining why he or she deserves an "A" on the project.

Day 7: In groups, students create either a photo-story or an identity portrait. Then, each student writes a short, persuasive essay explaining why he or she deserves an "A" on the project.

Day 8: In groups, students plan and practice their photo-stories and identity portraits presentations.

Day 9: Students present their photo-stories and identity portraits to the class.

Day 10: Students take and discuss practice Reading and English Tests from the ACT. They read and annotate several persuasive essays, and they generate topics for the essays they will write.

Day 11: Students take and discuss practice Reading and English Tests from the ACT. They read and annotate several persuasive essays, and they generate topics for the essays they will write.

Day 12: Students discuss differences between a persuasive and informative essay.

Day 13: Students practice writing thesis statement

Day 14: Students continue working on their thesis statements and begin drafting their essays.

Day 15: Students highlight their essays and compare them to the professional essays studied earlier. They then revise their essays.

Day 16: Students discuss grammatical errors and revise their essays.

Day 17: Students conduct peer reviews, revise them again, and turn them in. They revise the essays a final time based on their teacher's review.

Day 18: Students compare the persuasive use of evidence in Patrick Henry's address to the Second Virginia Convention and compare it to Benjamin Banneker's letter to Thomas Jefferson.

Day 19: Students compare the persuasive use of evidence in Patrick Henry's address to the Second Virginia Convention and compare it to Benjamin Banneker's letter to Thomas Jefferson.

Day 20: Students compare the persuasive use of evidence in Patrick Henry's address to the Second Virginia Convention and compare it to Benjamin Banneker's letter to Thomas Jefferson.

Assessments and On Demand Prompts

The Greatest Problem or Promise of the United States

Name: _____ Period: _____ Date: _____

Directions: Analyze the prompt below. Address all of its aspects. In your journal, draft thesis statements for a persuasive essay in response to the prompt.

The United States has many problems; it is also a country that holds promise for many people. Choose one particular problem that you believe needs to be solved or one promise that you believe has been fulfilled. In a persuasive essay argue that your chosen problem or promise is America's greatest, and provide three reasons why you believe this. Use varied evidence to support your thesis.

Texts and Multimedia

Choose from the following texts that work best for your students.

Poems

- *I Hear America Singing* by Walt Whitman <http://www.potw.org/archive/potw345.html>
- *Courage* – Ann Sexton <http://allpoetry.com/opoem/11839-Anne-Sexton-Courage>
- *Because I Could Not Stop for Death* – Emily Dickenson <http://www.poets.org/viewmedia.php/prmMID/15395>
- *I, Too, Hear America Singing* by Langston Hughes <http://www.poets.org>
- *We Real Cool* by Gwendolyn Brooks <http://www.poets.org>
- *Song of Myself* by Walt Whitman <http://www.daypoems.net/poems/1900.html>
- *A Dream Deferred* by Langston Hughes http://famouspoetsandpoems.com/poets/langston_hughes/poems/16947
- *Passing* by Langston Hughes
<http://negroartist.com/writings/Three%20Poems%20of%20Harlem%20.%20Passing.pdf>

Short Stories

- *The Short, Happy Life of Francis Macomber* by Ernest Hemingway
<http://fliiby.com/file/17959/h2hjfqt8uq.html>
- *The Snows of Kilimanjaro* by Ernest Hemingway <http://xroads.virginia.edu/~drbr/heming.html>
- *A Good Man is Hard to Find* – Flannery O’Connor <http://pegasus.cc.ucf.edu/~surette/goodman.html>
- *Sweat* by Zora Neale Hurston <http://itech.fgcu.edu/faculty/wohlpart/alra/hurston.htm>
- *A Small Good Thing* by Raymond Carver
<http://wings.AandL/buffalo.edu/english/courses/eng201d/asmallgoodthing.html>
- *The Ways of White Folks* by Langston Hughes (collection of short stories by Hughes that includes *Passing* and *Cora Unashamed*) <http://ncteamericancollection.org/corertext.htm>

Informational Texts

- *If Black Isn’t English, Then Tell Me What Is?* James Baldwin
<http://www.nytimes.com/books/98/03/29/specials/baldwin-english.html?scp=1&sq=James%20Baldwin%20If%20Black%20isn%27t&st=cse>
- *Nickel and Dime* by Barbara Ehrenreich
- *Address to the Second Virginia Convention* by Patrick Henry
- *Letter to Thomas Jefferson* by Benjamin Banneker
- Excerpts from *The Last Lecture* by Randy Pausch
- *Society and Solitude** (courage chapter) – Ralph Waldo Emerson
- www.dpa.ky.gov
- *US Supreme Court cases** (how constitutional concepts are being applied, arguments and works of public advocacy)
- *The Federalist Papers**
- *JFK’s Inaugural Speech*
- Excerpts of *The Souls of Black Folks* by W.E.B. DuBois available by chapters at <http://www.bartleby.com/114/>
- Information on/lesson for one of Whitman’s notebook entries on his own poetry:
<http://edsitement.neh.gov/lesson-plan/walt-whitmans-notebooks-and-poetry-sweep-universe#sect-thelesson>

Art, Music, and Media Texts

Teachers should pull excerpts from these media to enhance and use for analysis during instruction.

- All types of resources can be found at the Library of Congress American Memory Collection:
<http://memory.loc.gov/ammem/index.html>
- *The American Renaissance and Transcendentalism* (PBS)
<http://www.pbs.org/wnet/ihas/icon/transcend.html>
- *The Hudson River School* (PBS) <http://www.pbs.org/wnet/ihas/icon/hudson.html>
- *Africans in America Part 3* (PBS) <http://www.pbs.org/wgbh/aia/part3/title.html>
- Lesson and information on Flannery O’Connor <http://edsitement.neh.gov/lesson-plan/flannery-oconnors-good-man-hard-find-whos-real-misfit>
- *Short Cuts* (1993) Director: Robert Altman, Writers: Raymond Carver and Robert Altman. More info available at <http://www.imdb.com/title/tt0108122>
- *40 Hour Week* song lyrics by Alabama video available at <http://www.youtube.com/watch?v=38b3RVg7Jpo> and song lyrics available at <http://www.sing365.com/music/lyrics.nsf/40-Hour-Week-lyrics-Alabama>
- *This I Believe* <http://thisibelieve.org>
- *The Buried Life* MTV Reality Documentary
http://www.mtv.com/shows/buried_life/season_1/series.jhtml and
http://www.mtv.com/shows/buried_life/season_2/series.jhtml
- *The Rise and Fall of Jim Crow* <http://www.pbs.org/wnet/jimcrow>

Critical Vocabulary

Sarcasm
 Satire
 Irony
 Allegory
 Consonance
 Elaboration
 Intonation
 Onomatopoeia
 Parody
 Parable
 Soliloquy
 Verb Tenses

Unit 2 (20 Days)

Poe's Psychological Journey of Self

Objectives as Learning Targets

A.3. Knowledge of Literary and Nonliterary Forms

d. I can identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)

A.4. Influences on Text

c. I can explain the effects of the author's life upon his or her work (e.g., Alexander Solzhenitsyn's experience in the gulag as reflected in his novel *One Day in the Life of Ivan Denisovich*)
 c. I can identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
 e. I can identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts

A.5. Author's Voice and Method

h. I can identify the author's stated or implied purpose in increasingly challenging texts

A.6. Persuasive Language and Logic

c. I can locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources

A.7. Literary Criticism

c. I can read literary criticism to learn different ways of interpreting increasingly challenging literary texts
 b. I can infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
 f. I can identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the garden of Eden as it is used in Thomas Hardy's novel *Tess of the D'Urbervilles*) in increasingly challenging texts

B.2. Modes of Writing for Different Purposes and Audiences

d. I can craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors

Activities

Day 1: Today will be used as an introduction for the unit. Students will take a pre-assessment on various poetic forms to assess their mastery. Any items that are not fully mastered will be explained in further detail. Students who are still

struggling will be given additional practice. Examples of ballad, ode, and sonnet will be demonstrated as well as rhythm, repetition, and alliteration. Students will be given homework to further study these items.

Day 2: Students will read *Love Song of J. Alfred Prufrock* and *Song of Myself* in groups and determine the author's purpose as well as read the texts for analytical purpose to dissect the poems for poetic devices. Each group will turn in a comparison/expressive writing on how each student felt during the reading.

Day 3: Students will begin class discussing the role of psychological aspects of poetry/ music/ etc., reflecting on the poetry read the day before as well as current examples that the students can produce. The question of "How can an author's life affect his or her work?" will be posed and students will be asked to write freely on a piece of work and discuss the author's work. They will then watch a short film on Alexander Solzhenitsyn. Students will end class with a discussion on what they feel Solzhenitsyn's role was in the events that followed the Soviets.

Day 4-6: Students will begin class reading a short biography of Solzhenitsyn and will actively annotate the biography (annotating may need to be modeled depending on class). Students will then read excerpts from *One Day in the Life of Ivan Denisovich* and will also watch a few clips from the film based on the novel. Students will then discuss their ideas on whether the events discussed over the last two days could ever happen in America today. Students will write a brief article discussing their views and citing evidence from the information presented to them.

Day 7: Continuing with the psychological aspects of literature, students will read Kate Chopin's *Story of an Hour*. Without discussion, students will do a quick write to evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in the story. Once students have evaluated the writing using the above literary elements, they will then have a class discussion to relay their thoughts on the story and discuss the question "Can an event cause a death without physical contact?"

Day 8: Introduce Poe with short biography (in the form of a Power Point). Students will work in groups and have them discuss possible reasons for Poe's type of writing. Have each group do a character sketch of Poe. Let each group share with class.

Day 9: "The Black Cat"—Do quick read aloud using popcorn reading strategy. Have students choose critical vocabulary from story to use as bell ringers for the rest of the week.

Day 10: Use QC guiding questions to increase comprehension, allow students to work with partners to complete questions. Students will share answers.

Days 11-12: Students will complete a webquest on the Spanish Inquisition to prepare them for the reading of "The Pit and the Pendulum". They will then read The Pit and the Pendulum selecting critical vocabulary.

Day 13: Students will rewrite the ending of the story starting with the line "For the moment at least I was free" and will share with class. They are asked to use the same style as the author.

Day 14: QC Guiding Questions for End of Unit Exam

Day 15: Students will read "The Tell-Tale Heart" evaluating the use of figurative language as well as focusing on the literal and figurative inferences of the story.

Day 16: Students will work on line with the story "The Yellow Wallpaper" and will evaluate the ways in which irony, imagery, and tone achieve the intended meaning of the passage.

Days 17-19: Students will read several examples of responses to literature and will analyze how the authors craft and organize each of the writings. Then students will craft first and final draft of responses to literature choosing from texts that have been read during the unit.

Day 20: Assessment

Assessments and On-Demand Prompts

Attached or hyperlinked

Texts and Multimedia

Poems

- The Love Song of J. Alfred Prufrock (www.bartleby.com)
- Song of Myself—Walt Whitman (Holt) (http://www.princeton.edu/~batke/logr/log_026.html)

Short Stories

- The Black Cat--Edgar A. Poe
- The Pit and the Pendulum—Edgar A. Poe
- The Tell-Tale Heart-Edgar A. Poe

(<http://knowingpoe.thinkport.org/writer/picturethis.asp>)

- The Yellow Wallpaper—Charlotte Perkins Gillman
(<http://www.library.csi.cuny.edu/dept/history/lavender/wallpaper.html>)
- The Story of An Hour—Kate Chopin (Holt) (www.katechopin.org)
 - NOTE: self-defined by society and marriage

Additional Resources and Critical Questions, Essential Questions, etc

Carver: A Life of Poems — Marilyn Nelson (www.poemhunter.com)

- The Life You Save May Be Your Own—Flannery O’Conner (Holt)
(<http://faculty.smu.edu/nschwartz/2312/lifeyousave.htm>)

Informational Texts

- *Nature* –Ralph Waldo Emerson (<http://www.vcu.edu/engweb/transcendentalism/authors/emerson/nature.html>)
- *Self Reliance* –Emerson (<http://www.emersoncentral.com/selfreliance.htm>)
- *Walden** – Henry David Thoreau
- *All I Really Need to Know I Learned in Kindergarten* –Robert Fulghum (excerpts, Holt)
- Teens Health: Articles on male/female body image
(http://kidshealth.org/teen/your_mind/body_image/body_image.html)
- Babies with Superpowers: Ethics and the New Digital Media
<http://spotlight.macfound.org/featured-stories/entry/babies-superpowers-ethics-new-digital-media/>
- Girls Carve Out Their Own Space Online (<http://spotlight.macfound.org/featured-stories/entry/girls-carve-out-their-own-space-online/>)
 - NOTE: article discussing how girls use live-journaling, blogs, etc to create identities

Critical Vocabulary

Alliteration
Assonance
Couplet
Epic
Hyperbole
Idiom
Irony
Sarcasm
Satire
Text Features
Context Clues
Recurring Theme
Jargon
Metaphor
Stream of Consciousness

Unit 3 (27 Days)

An American Dream-Past, Present, and Technological

A.4. Influences on Text

- b. I can analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., the quest for the holy grail as depicted in Terry Gilliam’s film *The Fisher King*)
- c. I can identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts

A.5. Author’s Voice and Method

- g. I can evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts

A.6. Persuasive Language and Logic

- b. I can summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting

details, inconsistencies, and ambiguities

A.7. Literary Criticism

b. I can evaluate a work of literature from a variety of perspectives (e.g., applying a feminist perspective to Kate Chopin's novel *The Awakening*)

A.8. Words and Their History

g. I can describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language

a. I can craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect

B.2. Modes of Writing for Different Purposes and Audiences

b. I can craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples

Activities

Day 1: Introduction to America as a diverse nation. Students will read "Who Understands Me but Me?" and a few excerpts from *The Spoken Word Revolution* evaluating the similar topics from a variety of perspectives. Students will discuss what it means to be an American and to be identified as such.

Day 2-4: Students will be given an outline of a human head (possibly on large paper) and students will be asked to design the head as a self portrait using the collage method (materials such as magazines and newspapers). Students will then draft a report that provides a clear perspective on why they chose the items they chose and how they represent the norm for an American citizen and any information that contrasts with their view of being an American. Students will then share with the class and display work in room and hallways.

Days 5-8: Students will be introduced to the Bill of Rights and the Preamble through the use of School House Rocks video on YouTube. Students will then read excerpts from the Preamble, Declaration of Independence, Lincoln's Second Inaugural Address and *The Autobiography* by Benjamin Franklin. While reading students will annotate the excerpts, noting areas of contrast between the times the documents were drafted to present day.

Days 9-12: Students will be given several examples of Slave Narratives for comparison in style, diction, imagery, theme, etc. Students will be asked to work with a partner to annotate these narratives citing specific examples of the literary elements listed above. On day 12, students will be asked to construct, with a partner, their own Appalachian Narrative.

Days 13-14 Students will watch selected clips from Martin Luther King speeches, Malcolm X, and a clip from *Remember the Titans* and *Glory Road*. Homework: Students will write a poem (choosing an ode or ballad) discussing the topics from the clips. Poem will be due at the end of the unit.

Days 15-16 Students will participate in a gallery walk that depicts images from Martin Luther King and Malcolm X. Students will be asked to respond to each picture by explaining the relationship between the time in which a literary work is set, the time the author wrote, and the time the reader reads. They will then share their responses with the group.

Days 17-18: Students will evaluate ways authors develop style to achieve rhetorical and aesthetic purposes (diction, figurative language, tone, mood, and theme) using excerpts from Malcolm X and Martin Luther King. Students will annotate passage finding specific examples as listed above from the text.

Days 16-19: Students will begin a short research project on advertising. They will look at modes of writing for different purposes and audiences through advertising as it has evolved through the decades. They will look at both digital and print advertisements that support ideas with facts, details, and examples. Students will show distinctions about the relative value and significance of those facts, details, and examples. During this time students will create a multimedia presentation showing how a particular brand has evolved.

Day 20: Students will present their multimedia presentations to the class.

Days 21-24: Students will research present day marketing techniques (bandwagon, propaganda, etc) work in groups to prepare a print or digital advertisement for an original product.

Day 25: Students will present advertisements to class and the class will decide which advertisement was the most successful for today's market.

Day 26: Review for Assessment

Day 27: Assessment

Texts and Multimedia

Poetry

- Who Understands Me But Me?— Jimmy Santiago Baca (Holt) (<http://www.poemhunter.com/poem/who-understands-me-but-me/>)
- *The Spoken Word Revolution* edited—Mark Eleveld (book of poems by various writers, available for purchase at www.amazon.com in both print and for Kindle)

Short Stories and Novel Excerpts

- Zora Neal Hurston
- Malcom X vs. Martin Luther King (RI-11-12.9)
- Compare slave narratives (RL-11-12.9)
- Alexander Solzhenitsyn's *One Day in the Life of Ivan Denisovich*
- Kate Chopin *The Awakening*

Informational Texts

- *Resistance to Civil Government* –Thoreau (<http://www.vcu.edu/engweb/transcendentalism/authors/thoreau/civil/>)
- The Bill of Rights (<http://www.archives.gov/exhibits/charters/charters.html>)
- The Preamble to the Constitution (<http://www.archives.gov/exhibits/charters/charters.html>)
- Schoolhouse Rocks – “Preamble” video (YouTube)
- Declaration of Independence- (<http://www.earlyamerica.com/earlyamerica/freedom/doi/text.html>)
- Lincoln’s Second Inaugural Address (<http://www.americanrhetoric.com/speeches/abrahamlincolnsecondinauguraladdress.htm>)
- *The Autobiography* –Benjamin Franklin (excerpts, Holt)

Media

- Advertisements, both print and digital
- *The Fisher King*- Terry Gilliam
- Dove’s Campaign for Real Beauty (<http://www.campaignforrealbeauty.com.au/home/home.asp>)
 - NOTE: media images and identity
- The Fitting – Mary Cassatt (painting) (<http://www.marycassatt.org/The-Fitting-large.html>)
- Art: Andy Warhol’s *Self-Portrait* exhibit online (www.warhol.org/andy_work.aspx?id=684)
- *Girl at Mirror* – Norman Rockwell (www.warhol.org/andy_work.aspx?id=684)
 - NOTE: painting- social pressures/media on girl’s sense of identity
- Media Studies: Teen Aware: Sex, Media and You (<http://depts.washington.edu/taware/view.cgi?section=s1&page=topics>)
 - NOTE: Has an excellent intro to media literacy lesson plan, lots of ads, and good plans for discussing how media defines teens (abstinence-based curriculum is easily avoided)
- Spotlight on Digital Media and Learning website (<http://spotlight.macfound.org>)
 - NOTE: An excellent resource exploring how teens and digital culture shape each other and sense of identity
- Pablo Picasso pieces (www.artchive.com)
- Self-portraits – realistic and representational in various mediums (www.nga.gov/education/classroom/self_portraits/)
- Song – Letter to Myself – Brad Paisley (<http://www.cowboylrics.com/lyrics/paisley-brad/letter-to-me-22298.html>)

Additional Resources and Critical Questions, Essential Questions, etc

- Students select a poem and an informational text that are similar in theme. How is the theme revealed in the different genres? What different techniques/literary devices do the authors use to convey them? Write an essay

in which you use at least three pieces of textual evidence to support an original thesis statement. (R-1-11-12.2, W-1-12.2, W-11-12.9, L-11-12.5)

- Explore one idea or philosophy of Whitman. How is it relevant in modern America? Where do you see it? Find multimedia evidence as well as provide an analysis of the philosophy and explanation of your findings.(W-11-12.7)
- How or why has the American Dream evolved as it has? (can involve research and link to seminal government documents and class texts) (SL-11-12.4, SL-11-12.5)
- What is the catalyst for the change in the American Dream from its origin until now? (can involve research and link to seminal government documents and class texts) (SL-11-12.4, SL-11-12.5)

Critical Vocabulary

Criticism
Format
Generalization
Juxtaposition
Autobiography
Biography
Bibliography
Bandwagon
Censorship
Counter Argument
Propaganda
Text Feature
Visual Texts
Research paper

Unit 4 (20 Days)

Critical Encounter with *The Great Gatsby*

A.3. Knowledge of Literary and Nonliterary Forms

b. I can read contrasting literary works (e.g., romantic and ironic, comic and tragic) and determine how the forms influence structure and movement within the texts (e.g., reading William Shakespeare's tragic play *Hamlet* and Tom Stoppard's comedic play *Rosencrantz and Guildenstern Are Dead*)

d. I can identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)

a. I can explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (e.g., Arthur Miller's play *The Crucible* as a comment on the McCarthy era)

A.4. Influences on Text

c. I can identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts

d. I can identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts
e. I can identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts

f. I can critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors' implicit and explicit philosophical assumptions and beliefs (e.g., analyze the treatment of Africa in Chinua Achebe's novel *Things Fall Apart* and Joseph Conrad's novel *Heart of Darkness*)

A.5. Author's Voice and Method

h. I can identify the author's stated or implied purpose in increasingly challenging texts

a. I can select and apply to increasingly challenging texts the relevant terms (e.g., *archetypal*, *oedipal*, *hegemony*) from

a number of critical theories

A.7. Literary Criticism

c. I can read literary criticism to learn different ways of interpreting increasingly challenging literary texts

d. I can craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors

B.2. Modes of Writing for Different Purposes and Audiences

e. I can craft first and final drafts of workplace and other real-life writing (e.g., resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task

Activities

Day 1: Introduction to unit by discussing (via Power Point or other multimedia form) romantic and ironic, comic and tragic writings and how the forms influence structure and movement within the text.

Day 2: Choose several excerpts from Shakespeare's Hamlet that are truly tragic in nature for the students to read and analyze. (Example: Ophelia's death, Hamlet's soliloquy.) Have students write to respond to these excerpts as they read.

Day 3: Have students read several excerpts from Stoppard's Rosencrantz and Guildenstern Are Dead that show the use of comedic elements. Have students write to respond to these excerpts as they read.

Day 4: Using the responses from the previous two days' excerpts, students will work with partners to compare/contrast the elements of tragedy and comedy as used by authors.

Days 5-7: Students will be able to identify and interpret works in various poetic forms (e.g. ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g. rhythm, repetition, alliteration), structure (e.g. meter, rhyme scheme), graphic elements (e.g. punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)

Days 8-10: Students will be able to respond to poetry excerpts by crafting first and final drafts of workplace and other real-life writing (e.g. resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task.

Day 11: Students will listen to excerpts of musical selections from the 1920s and will discuss the influences of the Harlem Renaissance and Prohibition to America. This will also lead into an introduction to F. Scott Fitzgerald and read excerpts of *Winter Dreams* to introduce Fitzgerald's writing style.

Days 12-14: Students will begin reading several excerpts from *The Great Gatsby*. Students will choose two characters from the text and engage in a conversation that answers the questions, "Do we find or create our true selves?"

Days 15-16: Students will watch the film adaptation of *The Great Gatsby* and explore the theme of The American Dream as it is portrayed by the characters.

Day 17: Identify a theme from the Great Gatsby that answers the questions, "How did Gatsby create his identity?" and "Which was the real identity—Gatsby or J. Gatz?"

Day 18: Explore themes from Gatsby, Thomas Paine's "The Crisis", the Declaration of Independence and a piece of America, such as a historic flag or the Statue of Liberty. Explore the topic of The American Dream from its origin until the present through the lens of these texts.

Day 19: Students provide an objective summary of F. Scott Fitzgerald's Great Gatsby wherein they analyze how over the course of the text different characters try to escape the worlds they come from, including those whose help they get and whether anybody succeeds in escaping

Day 20: Assessment

Assessments and On-Demand Prompts

Attached or hyperlinked

Texts and Multimedia

- Winter Dreams – F. Scott Fitzgerald (Holt) (<http://www.sc.edu/fitzgerald/winterd/winter.html>)
- Son- John Updike (Holt)
- The White Heron – Sarah Orne Jewett (Holt) (<http://www.public.coe.edu/~theller/soj/awh/heron.htm>)

Additional Resources and Critical Questions, Essential Questions, etc

- How did Gatsby create his identity? Which was the real identity- Gatsby or J Gatz? (RL-11-12.1, RL-11-12.3)
- Identify a theme from your reading. Include two pieces of evidence to support your theme. How can you connect the theme to the Essential Question? (RL-11-12.2)
- Listen to songs and determine theme(s) of the lyrics. Analyze how the themes interact and/or build on each other throughout the text to provide a complex account of the event or situation. (RL-11-12.2, SL-11-12.3)
- Students provide an objective summary of F. Scott Fitzgerald’s Great Gatsby wherein they analyze how over the course of the text different characters try to escape the worlds they come from, including those whose help they get and whether anybody succeeds in escaping (RL.11-12.2)
- Choose two characters from two different texts and have the characters engage in a conversation that answers the question, “Do we find or create our true selves?” Format as a play, a poem for two voices, essay. (RL-11-12.9)
- Explore themes from Gatsby, Thomas Paine’s “The Crisis”, the Declaration of Independence and a piece of America, such as a historic flag or the Statue of Liberty. Explore the topic of The American Dream from its origin until the present through the lens of these texts. (RL, RI-11-12.9)(RI-11-12.7)(W-11-12.7)
- Analyze and discuss how story structure is viewed in an excerpt of a film adaptation when compared to the novel or text. (RL-11-12.3) (SL-11-12.3)

Critical Vocabulary

Diction
MLA
Narrator
Rhetorical Questions
Structural Analysis
Thesis Statement
Recurring Theme
Foreshadowing

Unit 5 (15 Days)

Drama and Politics

A.3. Knowledge of Literary and Nonliterary Forms

- I can identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts
- I can read contrasting literary works (e.g., romantic and ironic, comic and tragic) and determine how the forms influence structure and movement within the texts (e.g., reading William Shakespeare’s tragic play *Hamlet* and Tom Stoppard’s comedic play *Rosencrantz and Guildenstern Are Dead*)
- I can read dramatic literature (e.g., *M. Butterfly*, *The Night Thoreau Spent in Jail*) and analyze its conventions to identify how they express a writer’s meaning

A.4. Influences on Text

- I can explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (e.g., Arthur Miller’s play *The Crucible* as a comment on the McCarthy era)
 - I can identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
 - I can identify, analyze, and evaluate the author’s use of parallel plots and subplots in increasingly challenging texts
 - I can critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors’ implicit and explicit philosophical assumptions and beliefs (e.g., analyze the treatment of Africa in Chinua Achebe’s novel *Things Fall Apart* and Joseph Conrad’s novel *Heart of Darkness*)
- plied purpose in increasingly challenging texts

A.6. Persuasive [Language and Logic]

- I can distinguish between valid and invalid arguments; provide evidence to support the author’s findings; and note instances of unsupported inferences, fallacious reasoning, and propaganda techniques used in literature, film,

advertising, and/or speeches

b. I can evaluate a work of literature from a variety of perspectives (e.g., applying a feminist perspective to Kate Chopin's novel *The Awakening*)

A.7. Literary Criticism

c. I can read literary criticism to learn different ways of interpreting increasingly challenging literary texts

a. I can craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect

c. Craft first and final drafts of persuasive papers that articulate a clear position; support assertions using rhetorical devices, including personal anecdotes and appeals to emotion or logic; and develop arguments using a variety of methods

Activities

Days 1-3: Students will begin class by completing an anticipation guide for *The Crucible*. This anticipation guide will ask students to think about possible scenarios and their ideas of those. The anticipation guide will be saved for them to complete after reading. Students will be given questions and terms will complete a Web Quest to discover information regarding the time period in which Arthur Miller wrote *The Crucible*. Due to the scope of this web quest, students will be given two-three days to complete. Once Completed students will share aloud in class their discoveries.

Day 4: Students will be given topics such as Joseph McCarthy, the HUAC, Blacklisting and the Hollywood 10 and will create a poster of the information. Theses posters will be hung and used for a gallery walk to discuss the events surrounding *The Crucible*.

Day 5: Students will present their information to the class of each topic and students will be active listeners as they jot down the most important points from each student's discussion. At this point, the movie *The Majestic* will be introduced and students will be asked to take notes, paying special attention to topics that were researched and discussed and the movie will be discussed in detail upon the conclusion of the viewing.

Days 6-7: Complete the viewing of *The Majestic*. Students will discuss the repercussions the character faced due to his association with the Red Scare.

Days 8-9: Students will complete any further discussion of the movie and will transition into specific talk about Arthur Miller and how he decided to write *The Crucible*. They will watch two clips to further their understanding of the time in which this piece was written. They will watch an interview with Arthur Miller that has excerpts from his time in front of the HUAC and how it inspired him to write *The Crucible* and they will watch a video from Discovery Education which gives insight into specific theories of the cause of the witch hysteria of Salem. It will show an experiment about the "power of suggestion". Students will be assigned to determine which character in the play they would like to read and those assignments will be given on Day 10 Evaluate key passages from *The Crucible* analyzing the speaker's point of view, reasoning , and use of evidence/rhetorical strategies used to prove their guilt/innocence (SL 11-12.3)

.Day 10-13: Due to time constraints of this unit students will be given a literary criticism of the play with detailed descriptions of the plot and characters. Students will read excerpts from the play as well as watch clips from the film. Students will discuss and analyze the events relating them back to the research and posters that were made.

Day 14: Students will review information from the unit and will begin discussion on the culminating project of this unit. Students will be assigned (or choose) groups and will begin the planning stages of their multimedia presentations.

Day 15: Students will begin work in library and will have two days to complete assignments. Students will present in class on the third day.

Assessments and On Demand Prompts

Attached or hyperlinked

Texts and Multimedia

Poems

- *First They Came...* by Martin Niemoller <http://www.jewishvirtuallibrary.org/jsource/biography/niemoeller.html>
- *Ballad of Birmingham* by Dudley Randall <http://webinstituteforteachers.org/~vfjohnson/ballbham.html>
- *Dream Variations* by Langston Hughes <http://www.poets.org/viewmedia.php/prmMID/15610>
- *Barbie Doll* by Marge Piercy <http://www.poemhunter.com/poem/barbie-doll/>
- *Ode to a Grecian Urn* – John Keats

Short Stories

- *A Rose for Emily* by William Faulkner http://flightline.highline.edu/tkim/Files/Lit100_SS2.pdf
- *The Celebrated Jumping Frog of Calaveras County* by Mark Twain www.shortstoryarchive.com
- *An Occurrence at Owl Creek Bridge* by Ambrose Bierce http://fiction.eserver.org/short/occurrence_at_owl_creek.html
- *The Lottery* by Shirley Jackson <http://www.classicshorts.com/stories/lotry.html>
- *Death by Scrabble* by Charlie Fish <http://www.eastoftheweb.com/short-stories/UBooks/DeatScra.shtml>

Informational Texts

- *Sinners in the Hands of an Angry God* by Jonathan Edwards
- *A Modest Proposal* by Jonathan Swift <http://art-bin.com/art/omodest.html>
- *On Civil Disobedience* by Henry David Thoreau <http://thoreau.eserver.org/civil.html>
- *Self Reliance* by Ralph Waldo Emerson <http://usinfo.org/docs/democracy/14.htm>
- *Walden* by Henry David Thoreau <http://www.online-literature.com/thoreau/walden/>
- *Statement in Great Trial of 1922* by Mahatma Ghandi <http://www.mk Gandhi.org/speeches/gto1922.htm>
- *Death and Justice: How Capital Punishment Affirms Life* by Edward Koch <http://faculty.mdc.edu/dmcguirk/ENC2106/kochdeathpenalty.htm>
- *Moratorium on Death Penalty* by Gov. George Ryan <http://www.illinois.gov/PressReleases/ShowPressRelease.cfm?SubjectID=3&RecNum=359>
- *The Dramaturgy of Death* by Garry Wills <http://www.nybooks.com/articles/archives/2001/jun/21/the-dramaturgy-of-death/?pagination=false&printpage=true>
- *Gregg vs. Georgia U.S. Supreme Court Ruling* <http://legal-dictionary.thefreedictionary.com/p/Gregg%20v.%20Georgia>
- *Dissenting Opinion in Callins vs. Collins* by Harry Blackmun <http://www.law.cornell.edu/supct/html/93-7054.ZA1.html>
- *Executions Are Too Costly---Morally* by Sister Helen Prejean <http://faculty.mdc.edu/dmcguirk/ENC2106/prejeandeathpenalty.htm>
- *For an Honest Death Penalty* by Alex Kozinski and Sean Gallagher <http://www.nytimes.com/1995/03/08/opinion/for-an-honest-death-penalty.html?pagewanted=print&src=pm>

Art, Music, and Media Texts

Teachers should pull excerpts from these media to enhance and use for analysis during instruction.

- Political Cartoons at <http://www.loc.gov/rr/print/swann/herblock/fire.html>
- *Dead Man Walking* (1995) Director: Tim Robbins, starring Sean Penn and Susan Sarandon
- *Billy Austin* by Steve Earle song lyrics http://www.lyricsfreak.com/s/steve+earle/billy+austin_20130639.html
- *Ellis Unit 1* by Steve Earle song lyrics http://www.lyricsdomain.com/19/steve_earle/ellis_unit_one.html
- *Over Yonder* by Steve Earle song lyrics <http://www.cowboylyrics.com/lyrics/earle-steve/over-yonder-jonathans-song-13249.html>
- *The Crucible* (1996) Director Nicholas Hytner, starring Wynona Ryder and Daniel Day-Lewis
- *Of Mice and Men* (1992) Director Gary Sinise, starring Gary Sinise and John Malkovich
- <http://www.nytimes.com/roomfordebate> a resource for discussing topics and finding support in argument.
- <http://www.americanrhetoric.com> a database and index of 5000+ full text, audio and video versions of public speeches, sermons, legal proceedings, debates, interviews, and other recorded media events.

Additional Resources and Critical Questions, Essential Questions, etc

- Discuss/analyze Miller's purpose in writing *The Crucible*, drawing parallels between the Red Scare and groups today (RL-11-12.1, RI-11-12.6)
- Select one of the short stories and discuss why it is a good example of American romanticism. Use at least 3 pieces of textual evidence to support your analysis. (RL. 11-12.1, RL 11-12.9, W 11-12.1, SL 11-12.1)
- Revisit previous texts and analyze characters for essential question: do people get what they deserve? Consider Gatsby, Daisy, Tom, the family from *A Raisin in the Sun*, etc.
- Use the dialogue between Elizabeth and John Proctor at the beginning of Act II in *The Crucible* to analyze the

idea of forgiveness. Has Elizabeth forgiven John for his affair? What is the true nature of forgiveness? (RL 11-12.1)

- Agree or disagree with the Emerson quote: “What is popularly called Transcendentalism among us is Idealism; Idealism as it appears in 1842.” Use at least 3 pieces of textual evidence to support an original thesis. (RI 11-12.6)
- Compare/contrast articles and legal documents regarding capital punishment. Consider the claims and counter claims that are presented as part of the argument in each text. Analyze and evaluate the effectiveness of the structure the author uses in the argument. (RI 11-12.5, RI 11-12.6)
- Analyze and evaluate the primary significance of a passage from one of the literary texts. Identify the poetic techniques used in the text and relate them to the content. (RL 11-12.1, RL 11-12.9)
- Analyze and evaluate the use of imagery in a passage from one of the literary texts. Identify the dominant images that are used in the text and analyze the effects of those images on the reader. (RL 11-12.1, RL 11-12.9)
- Identify and analyze the important themes in the texts. Analyze the use of the theme in the literature and how they relate to the politics and social movements of the time in which they were written. (RL 11-12.1, RL 11-12.9)
- *Students cite strong and thorough textual evidence from John Keat’s “Ode on a Grecian Urn” to support their analysis of what the text says explicitly about the urn as well as what can be inferred about the urn from evidence in the poem. Based on their close reading, students draw inferences from the text regarding what meanings the figures decorating the urn convey as well as noting where the poem leaves matters about the urn and its decoration uncertain. (RL-11-12.1)
- *Students analyze how the protagonist of Nathaniel Hawthorne’s *The Scarlet Letter* maintains integrity when confronting authority, and relate their analysis of that theme to other portrayals in nineteenth and early-twentieth century foundational works of American literature they have read. (RL-11-12.9)
- *Students provide an objective summary of Henry David Thoreau’s *Walden* wherein they analyze how he articulates the central ideas of living simply and being self-reliant and how those ideas interact and build on one another (e.g., “According to Thoreau, how specifically does moving toward complexity in one’s life undermine self-reliance?”) (RI.11-12.2)
- *Students delineate and evaluate the argument that an author makes. They assess the reasoning present in the analysis, including the premises and purposes in the text. (RL 11-12.8)
- Write a complete argument using substantial claims, warrants, backing and considering appropriate counter claims regarding an issue of your choice. Consider the model provided through class instruction regarding capital punishment. (W 11-12.1, W 11-12.8, W 11-12.9)
- Create a transcript of the trial scene in *The Crucible*. Identify the claims, warrants, backing, and counter claims used by the characters in the play as they plead their cases to Judge Hawthorne. (RL 11-12. 1, RL 11-12.9, W 11-12.1.9)
- Analyze primary sources surrounding the Salem Witch Trials and the Red Scare/McCarthy Trials. (SL 11-12.2)
- Evaluate key passages from *The Crucible* analyzing the speaker’s point of view, reasoning, and use of evidence/rhetorical strategies used to prove their guilt/innocence (SL 11-12.3)
- Debate different perspectives regarding guilt and innocence in *The Scarlet Letter* or *The Crucible*. Conduct research to support your position. In basic debate format, present your argument and defend your position. Spectators take notes to supplement class discussion regarding reasoning, use of evidence, rhetoric, word choice, tone, etc. (SL 11-12.2, SL 11-12.3)

Critical Vocabulary

Red Herring

Thesis

Personification

Counter Arguments

Chronology

Elaboration

Stage Directions

Intonation

Acronym

Research**A.8. Words and Their History**

g. I can describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language

a. I can use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information

b. I can analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a speech to inform versus a speech to persuade)

c. I can create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others' writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions

B.1. Writing Process

d. I can prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product

b. I can craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples

B.2. Modes of Writing for Different Purposes and Audiences

e. I can craft first and final drafts of workplace and other real-life writing (e.g., resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task

a. I can establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing

b. I can organize writing to create a coherent whole with effective, fully developed paragraphs similar ideas grouped together for unity and paragraphs arranged in a logical sequence

B.3. Organization, Unity, and Coherence

e. I can write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing

b. I can combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect

d. I can evaluate own sentence style by identifying common sentence patterns and constructions

e. I can summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)

C. Research

f. I can compose a research paper that maintains an appropriate balance between researched information and original ideas, anticipates counterarguments, blends quotations into its body gracefully, and includes title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines

a. I can use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources

b. I can use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)

c. I can give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes

d. I can write and deliver informational speeches that present a clear, and distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources

f. I can apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings

D.2. Application

g. I can actively participate in small-group and large-group discussions, assuming various roles

Activities

Day 1: Students will review the 3.5 essay format and will begin discussions on appropriate ways to introduce various types of writings. Students will end the class with a quick-write of an introduction for an essay on analyzing characters from *Of Mice and Men*.

Day 2: Students will read exemplars of introductions and will annotate them working in groups to analyze the components of a quality introduction (paying special attention to thesis statements). Students will discuss with each other what makes the introductions work using a conversation frame.

Day 3: Students will be given passages and will be asked to use information from the passages to develop part of their introductory paragraphs. They will be shown how to take only pertinent information from a passage and develop it into meaningful writing.

Day 4: Students will be given examples of thesis statements and they will work together to develop thesis statements for given topics from the passages they worked on yesterday. Their homework will be to develop five thesis statements on their own.

Day 5: Using the “writing template” handout, students will begin working on the body of an essay working from the introductory work and developing topic and supporting sentences for each paragraph.

Day 6: Students will continue the work from the previous day to complete the body of an essay.

Day 7: Students will begin working on conclusions today. They will develop concluding paragraphs in the same manner that they developed the introductions, tying in the information they have used all week. They will look at exemplars of concluding paragraphs (the conclusions from the essays they looked at the introductions of).

Day 8: Students will complete the entirety of their essay work and will begin discussing the professionalism of proper/reliable research methods. Students will be asked to develop three ideas for a research project. They must develop questions they would like to have answered during their research.

Day 9: Students will work with a partner to discuss the ideas they have developed and work on their guiding questions with each other. They will discuss their best method to discover the answers they need and will develop a plan of action to develop their research project.

Day 10-13: Students will spend this time working with internet resources, library resources, and each other to develop a solid thesis statement and outline for their research project.

Day 14: Students will take two minutes to present their ideas to the class of their research project and receive feedback from their classmates on ways to improve and further their research.

Day 15: Students will spend this day typing the body of their research project.

Day 16: Students will be introduced to the various workplace and real-life writing such as editorials, memos, etc. This discussion will lead to examining the topic of audience awareness, purpose, and clarity of ideas.

Day 17: Students will be given two-three articles with varying opinions on a central topic to read and will be asked to write an editorial using the information from the passages following the guidelines that have been set forth during the past couple of weeks.

Day 18: Students will use think-pair-share groups to further develop their editorials.

Day 19: Students will discuss the use of various text types and publications used by companies and educational institutions. Students will be introduced to Microsoft Publisher and then will work in groups to develop an idea of a product or service and begin outlining a sales pitch they will use by means of Microsoft Publisher.

Day 20-21: They will use today and tomorrow to gather opinions of classmates and other pertinent information and create their Publisher document. (This can also be a part of their research project presentation).

Day 22: Students will use today to finalize their presentations to the class.

Day 23: Students will give presentations of their research products to the class.

Day 24: Students will give presentations of their research products to the class.

Day 25: Students will give presentations of their research products to the class.

Assessments (From Quality Core Formative Assessment Pool)

Assessments and On Demand Prompts

Texts and Multimedia

Additional Resources and Critical Questions, Essential Questions, etc

Critical Vocabulary

Diction
MLA
Narrator
Rhetorical Questions
Structural Analysis
Thesis Statement
Recurring Theme
Foreshadowing

Unit 7 (15 Days)

Speeches

A.5. Author's Voice and Method

- g. I can evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts
- a. I can distinguish between valid and invalid arguments; provide evidence to support the author's findings; and note instances of unsupported inferences, fallacious reasoning, and propaganda techniques used in literature, film, advertising, and/or speeches
- b. I can summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities
- c. I can locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources

A.6. Persuasive Language and Logic

- d. I can distinguish between fact and opinion, basing judgments on evidence and reasoning
- b. I can infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
- c. I can use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words

B.1. Writing Process

- b. I can analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a speech to inform versus a speech to persuade)
- b. I can identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
- c. I can analyze the effectiveness and validity of arguments (e.g., causation, analogy, inductive and deductive reasoning, appeals to emotion or authority) in visual and oral texts

D.1. Comprehension and Analysis

- e. I can analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience
- a. I can use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
- b. I can use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
- e. I can write and deliver persuasive speeches that use logical, emotional, and ethical appeals; establish and develop a logical and structured argument; anticipate audience concerns and counterarguments; and include relevant evidence from a variety of sources

Activities

Days 1-2: Introduction of speeches unit. Students will read the short stories *In Search of our Mothers' Gardens* by Alice Walker and *Adam* by Kurt Vonnegut to evaluate ways the authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme.

Days 3-4: Students will read various articles about environment and environmental issues to distinguish between valid and invalid arguments. Students will provide evidence to support the author's findings and note the instances of

unsupported inferences, fallacious reasoning, and propaganda techniques.

Days 5-6: Students will watch the documentary entitled *Supersize Me* in order to show the various sides to an argument. Students will be asked to locate important details and facts that support ideas, arguments, or inferences and substantiate analyses with visual examples from the film.

Days 7-8: Students will be able to watch various speeches as delivered by politicians, awards recipients, newscasters, and coaches to critique delivery in order to gain insight in regards to diction, intonation, delivery, appropriate volume, inflection, articulation, gestures, eye contact, posture, and facial expression.

Day 9: Students will be introduced to the writing process for an argumentative speech using such elements of speech form as introduction, transitions, body, and conclusion-including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources. This information will be gained through the use of either Power Point or web quest.

Days 10-12: Students will use the library or COW to research and write argumentative speeches that use logical, emotional, and ethical appeals; establish and develop a logical and structured argument; anticipate audience concerns and counter arguments; and include relevant evidence from a variety of sources.

Days 13-15: Students will deliver speeches in front of their teacher/teachers and peers. They will be scored using a scoring guide that they help design.

Assessments and On Demand Prompts

Attached or hyperlinked

Texts and Multimedia

Short Stories (2-3 recommended per unit)

- Excerpts from *In Search of Our Mothers' Gardens* by Alice Walker (non-fiction) (Holt)
- *Adam* by Kurt Vonnegut (Holt)
- *Rappaccini's Daughter* by Nathaniel Hawthorne
http://www.shsu.edu/~eng_wpf/authors/Hawthorne/Rappaccini.htm
- *The Birthmark* by Nathaniel Hawthorne <http://www.online-literature.com/hawthorne/125/>
- *The Star* by Ester Claes <http://www.eastoftheweb.com/short-stories/UBooks/Star717.shtml>
- *Total Urbanization* by Douglas Bell
<http://www.sffworld.com/authors/b/belldouglas/fiction/totalurbanization1.html>
- *The Tomorrow Project Stories* various authors. Three short stories that involve technology of the future and how it might impact our lives. http://193.41.200.33/intel_podcast/INTEL_the_tomorrow_project_english.pdf
- *The Apology* by K. Adams http://www.sffworld.com/authors/a/adams_k/fiction/apology1.html
- *In Country* by Bobbie Ann Mason excerpt: http://www.bobbieannmason.net/in_country_96829.htm

Informational Texts (3-5 recommended per unit)

- *Various articles about environment and environmental issues:* http://discovermagazine.com/2008/01/Traumatic_Events_Today_May_Affect_Tomorrow's_Offspring by Dennis Thompson
<http://64.143.177.98/healthnews/HealthNewsFeature/hnf0211.htm>
- *Various articles on current events:* <http://kellygallagher.org/resources/articles.html>
- *Silent Spring* by Rachel Carson (excerpts) <http://core.ecu.edu/soci/juskaa/SOCI3222/carson.html>
- *President Obama's speech on 9/11 10th anniversary:*
http://www.upi.com/Top_News/US/2011/09/11/Transcript-of-Obamas-911-speech/UPI-16831315785864/
- *Rhetoric of 9/11: Several speeches and broadcasts related to the events of 9/11*
<http://www.americanrhetoric.com/rhetoricofterrorism.htm>
- **Lee Surrenders to Grant, April 9th, 1865* by Horace Porter.
<http://www.gleeditions.com/leesurrenders/students/pages.asp?pg=6>
- *Other war speeches:* <http://www.history.com/war-speeches>
- *The Things They Carry*-article describing talismans carried by modern soldiers
<http://www.time.com/time/magazine/article/0,9171,1558328,00.html>
- *Healing War's Wounds* by Karen Breslau. Newsweek article about extreme sports used for rehabilitation of war veterans. <http://www.thedailybeast.com/newsweek/2006/09/10/healing-war-s-wounds.html>
- *Facts About Vietnam War*-basic information about Vietnam. <http://www.buzzle.com/articles/facts-of-the-vietnam-war.html>
- *Why Soldiers Won't Talk* by John Steinbeck. Essay about the effects of combat.
<http://11bd.blogspot.com/2010/05/why-soldiers-wont-talk-by-john.html>

- *TV today, violence tomorrow: Study links viewing by kids to aggression later in life* by Nanette Asimov. <http://online.sfsu.edu/~rone/Buddhism/FivePrecepts/TVviolence2.html>
- *The Heart and the Fist* by Eric Greitens http://www.theheartandthefist.com/?_kk=the%20heart%20and%20the%20fist&_kt=7f2fedc0-3fb9-40e8-9c9f-4fd8a85089f0&gclid=CMj79-L0_KwCFYpY7AodrCezUA
- *Teens are Wired- And Yes, It's Okay* by Melissa McNamara. CBS news article about how technology is affecting teenagers. <http://www.cbsnews.com/stories/2006/06/09/gentech/main1698246.shtml>

The following can be used as excerpts to show various sides to an argument:

- *An Inconvenient Truth* (film)
- *Supersize Me* (film)
- *Food Inc.* (film)
- *Sicko* (film)
- *Waiting on Superman* (film)
- Video of Tim O'Brien reading an excerpt from *The Things They Carried* <http://www.illyria.com/tobsites.html>
- Video: Author Tim O'Brien recalls Vietnam War experiences: http://www.pbs.org/newshour/extra/video/blog/2010/04/author_tim_obrien_recalls_viet.html
- *Military memoirs offer unfiltered view of Iraq War- NPR* <http://www.npr.org/templates/story/story.php?storyId=15307306>
- *Technology and It's Negative Effect on Teenagers and Society* http://www.youtube.com/watch?v=SjDJXdeh_mA
- *Teens and Technology Addiction* (video) http://www.youtube.com/watch?v=SjDJXdeh_mA
- Video Speeches from Ted.com about issues that affect our futures *How Economic Inequality Harm Societies:* http://www.ted.com/talks/richard_wilkinson.html *On Being Young and Making an Impact* http://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact.html *We Can Recycle Plastic* http://www.ted.com/talks/mike_biddle.html
- *Restrepo: a National Geographic documentary about a platoon in the most dangerous valley in Iraq.*
- *LIFE Magazine photography of Vietnam War:* <http://www.life.com/gallery/42102/lifes-best-vietnam-photos#index/0>
- *Never Seen: LIFE in Vietnam, 1965* photographs: <http://www.life.com/gallery/41902/never-seen-life-in-vietnam-1965#index/0>
- *LIFE Magazine Covers: The Vietnam War* <http://www.life.com/gallery/23230/life-covers-the-vietnam-war?iid=news%7Crelatedgalleries#index/0>

Additional Resources and Critical Questions, Essential Questions, etc

Critical Vocabulary

Diction
 Intonation
 Delivery
 Appropriate volume
 Inflection
 Articulation
 Gestures
 Eye contact
 Posture
 Facial expression
 Counter Arguments
 Annotated Bibliography
 Propaganda
 Plagiarism
 Speeches
 Thesis Statement