



GRADE 9  
ELA CCGPS UNIT PLAN: 4<sup>th</sup> 9 Weeks

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS : Informational

THEME: Defining Courage

ONE EXTENDED TEXT FROM AMERICAN OR WORLD LITERATURE:

The Education of Little Tree: The Autobiography of Forrest Carter, by Asa Carter

(This text was reclassified as a “fictionalized memoir” some years after its publication. It is presented here for study as an informational text as it is representative of the memoir genre.)

SHORT TEXTS FROM AMERICAN OR WORLD LITERATURE:

1. “The Scarlet Ibis,” James Thurber

[whs.wsd.wednet.edu/Faculty/Zobel/documents/TheScarletIbisText.pdf](http://whs.wsd.wednet.edu/Faculty/Zobel/documents/TheScarletIbisText.pdf) · PDF file

2. “House on Mango Street,” Sandra Cisneros

3. “The Courage That My Mother Had,” Edna St. Vincent Millay

[www.nexuslearning.net/books/Holt-EOL2/Collection%202/courage.htm](http://www.nexuslearning.net/books/Holt-EOL2/Collection%202/courage.htm)

4. “The Road Not Taken,” Robert Frost

[www.bartleby.com/119/1.html](http://www.bartleby.com/119/1.html)

SHORT INFORMATIONAL TEXTS INCLUDING PRIMARY AND SECONDARY SOURCE DOCUMENTS FROM U.S. AND WORLD HISTORY:

1. Excerpted section from *Coming of Age in Mississippi: The Autobiography of Anne Moody*

[html-pdf-convert.com/cari/full-text-coming-of-age-in-mississippi.html](http://html-pdf-convert.com/cari/full-text-coming-of-age-in-mississippi.html)

2. Excerpt from *The Power of Myth*, Joseph Campbell with Bill Moyers

3. “Shooting an Elephant,” George Orwell

[eslreading.org/shootinganelephant.pdf](http://eslreading.org/shootinganelephant.pdf) .

**4. "Letter from a Birmingham Jail," Martin Luther King Jr.(MLK)**  
[http://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

**5."I Have a Dream," MLK**

**SUPPLEMENTAL MATERIALS:**

**Visual prompts: Escher Prints 1) Relativiteit 2) Bond of Union**

**MLK clip- audio of "I Have a Dream" speech**

<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

**WRITING FOCUS: Informative/Explanatory**

**ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)**

*Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.*

1. **INFORMATIVE/EXPLANATORY:** In what ways do the authors in these pieces show their experiences as being treated as “less than” in society? Do they use first or third person narration? Do they include a great deal of sensory detail or imagery? Are the stories personal or do the authors talk about the experiences of others? What literary devices do the authors use to help the reader empathize with this “outsider” status (think about figurative language, structure - for example the use of dialogue or primary source documents or the construction of chapters, tone, diction, syntax, etc. Think about whether the author has helped you to empathize with how it felt to be in their situation. Was the text effective in helping you to understand the experiences of others unlike yourself? Why or why not?)
2. **INFORMATIVE/EXPLANATORY:** Using the theme of **Discovering Your Capacity for Courage**, synthesize one of the two Escher images with either “The Courage that My Mother Had” or “The Road Not Taken,” and three of the vignettes from Cisneros’s *House on Mango Street*. As different as these pieces are, what do they have in common? Point to specific textual quotes and details concerning the resulting impact on conveyance of theme of each author’s choices in elements of style and structure, as well as genre in your discussion.
3. **ARGUMENTATIVE:** Using the theme of **Unpacking Courage**, after reading the “The Scarlet Ibis,” *The Education of Little Tree*, and “Shooting an Elephant,” compare the ways in which the authors represented courage in their texts. Choose a character from one of the stories and argue why you believe that character exhibited true courage as compared to characters from the other texts. Make sure to use extensive evidence from the texts to support your points.
4. **INFORMATIVE/EXPLANATORY:** (CREATED IN GROUPS AS A MULTIMEDIA PRESENTATION USING LINOIT): In groups read chapter V, “The Hero’s Adventure,” from Joseph Campbell’s *The Power of Myth*, with each student writing a précis over the chapter. Groups should extract three specific quotes that they feel are critical to the understanding of Coming of Age, Courage, and/or Heroism. Each group will research rights of passages from different cultures, presenting them to the class, using Linoit, which is an electronic class bulletin board. Students can post images,

videos, links and critical information on this bulletin board, which can be projected via smart board, or computer connected projector to the entire class for presentation. Each group must come up with their own new rite of passage that they would like to see incorporated into mainstream American adolescent society. Visual aids aside from the Linoit may be used to demonstrate this new societal benchmark.

**(UP TO TWO ADDITIONAL ANALYSIS PROMPTS PER UNIT AT INSTRUCTOR DISCRETION)**

5. ANALYSIS: Discuss Cisneros's use of imagery and poetic prose in *House on Mango Street*, as a means by which to convey her discovery of culture, self and the courage it takes to succeed in life. Synthesize Cisneros's ideas with those in Frost's poem, "The Road Not Taken." Do they feel the same way about making bold or unusual choices in life? What literary elements does each author use to convey their feelings on this subject?
6. ANALYSIS: Examine two of the works you have read and compare the authors' ideas, regarding the idea that courage can be taught. If so, by whom? Can you teach yourself courage? Are there different types courage? Do they address the difference between courage and ignorance? Can ignorant acts appear to be courageous? How? Can acts of courage go unnoticed? Is that good or bad?

**NOTE: AT LEAST 3 OF THE MINIMUM OF 4 ANALYSIS ESSAYS MUST BE WITH THE GENRE FOCUS IDENTIFIED FOR THE UNIT**

**NARRATIVE/RESEARCH/ROUTINE WRITING**

**NARRATIVE**

1. Martin Luther King Jr. understood that people vary greatly in their interpretation of the truth, and he sought to change others' understanding of the truth concerning civil rights. Would you have the courage to go through a similar journey on your own? Does it take courage to be a leader? Have you ever had an epiphany that you felt others might not understand? What did you do with that new knowledge?
2. Based on the excerpt you read from Bill Moyers's interview with Joseph Campbell, what rites of passage do you think we have in our culture? Who are your mentors? Who are your heroes? Is there one person older than you that you feel has pushed you to grow and evolve as an individual? Can media or literature help to fill in the gaps that others leave open regarding our need for moral and ethical direction?

**RESEARCH CONNECTION(S)**

\*Rights of passage in various cultures

\*Literary terms

\* MLK's biography and his role in the Civil Rights movement.

\*Social issue for public service pamphlet.

**ROUTINE WRITING** Notes, summaries, process journals, and short responses across **all genres**

- Double entry journals, once every other week, based on prompts given by teacher that connect the students to the piece of writing at hand.
- Note taking on literary and poetry terms as they pertain to works read together in class.

- Annotations of texts throughout unit
- TPCASTT poems read in class
- Reactions to Escher images and connections with works of literature we have read.
- Literary log of imagery, sensory language and figurative language used throughout “The Scarlet Ibis”

### **PLANS FOR ASSESSMENT 1: integrating reading selections from the unit into a writing task**

1. INFORMATIVE/EXPLANATORY: In what ways do the authors in these pieces show their experiences as being treated as “less than” in society? Do they use first or third person narration? Do they include a great deal of sensory detail or imagery? Are the stories personal or do the authors talk about the experiences of others? What literary devices do the authors use to help the reader empathize with this “outsider” status (think about figurative language, structure - for example the use of dialogue or primary source documents or the construction of chapters, tone, diction, syntax, etc. Think about whether the author has helped you to empathize with how it felt to be in their situation. Was the text effective in helping you to understand the experiences of others unlike yourself? Why or why not?)

#### **SKILL BUILDING TASKS** Note: tasks may take more than a single day.

*Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

#### **ESSENTIAL QUESTION:** How can writing be an effective means to both make sense of experience and share our understandings with others?

**TASK:** Establish context of text, research related topics, analyze the importance of primary sources and autobiography in learning about our world, examine specific choices that an author makes in relating their experiences through writing ( such as pronoun usage, diction, syntax patterns, colloquialism, punctuation, humor, and the use of figurative language)

#### **Standards:**

ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELA9-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA9-10RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### **Instruction:**

- Students will get with an elbow partner to brainstorm for facts about the Civil Rights Movement in America.
- After five minutes, pairs will share what they have come up with, and context for the book will be established through whole group discussion.

- Students will read selection with teacher as a whole class activity.
- The teacher will explain the definition and significance of the autobiography genre, giving examples of other famous autobiographies that have been written.
- Teacher will model quality annotations by reading aloud, and stopping whenever she annotates the text, to explain to students what and why she is annotating.
- For homework students will write in their Double Entry Journals, answering the question “Is it easier to stand up to your friends or your family?”

**ESSENTIAL QUESTION:** How can literary elements traditionally found in works of fiction be used in primary sources to better convey the author's message? How does structure impact a piece of writing?

**TASK:** Annotate and analyze text for literary value, extract significant quotes and share them with class, review literary terms, analyze the use of literary terms in a work of nonfiction.

**Standards:**

ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELA9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**Instruction:**

- For 20 minutes, in pairs, students will go through text and isolate examples of author's effective style choices, including diction, literary devices and structure.
- After first twenty minutes, students will share their quotes on the board and compare responses.

**ESSENTIAL QUESTION:** Does the genre of a piece impact the conveyance of the author's message?

**TASK:** Review the different genres of writing and consider how the purpose of a piece determines the genre, as well as the style of a piece. As a whole class, analyze literature for structure, literary elements and content, recall past pieces of work from the informational genre, watch delivery of speech, paying careful attention to rhetorical devices used and other types of “language” used in speech delivery. Inform students about significance of primary sources in understanding history. Demonstrate this through film and speech analysis.

**Standards:**

ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELA9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELACC9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.

### Instruction:

- Class will have whole group discussion regarding the author's choice to convey her experiences through writing in this genre.
- Students will consider how this genre best matched the author's purpose, as well as what the possible impacts would have been were the piece written as fiction or poetry.
- Examples of other genres used to convey similar experiences will be shared by students and teacher from past readings and from outside the class.
- This would be a great time to bridge the material to the students' personal choices in reading and to other great pieces of writing that the teacher knows of.
- Extra credit could be given if students chose to pursue on their own some of the other pieces brought up in class discussion.
- A list could be made on the board of the suggested pieces, which could also be used to compact the curriculum for higher learners who might want different sources to compare and contrast.
- MLK clip will be shown to students.
- The importance of primary documents will be addressed through teacher lead analysis, focusing on authentic conveyance of tone and mood, as well as body language and audience response.

### **ESSENTIAL QUESTION: Do reading a text and listening to a text have different impacts on the audience?**

### **TASK: Read, annotate and explicate the speech that we listened to yesterday, discuss difference between the written word and the spoken word.**

### Standards:

ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELACC9-10RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

### Instruction:

- Student will work in pairs to annotated MLK's "I Have a Dream" speech for rhetorical devices, and structure.
- Student pairs will construct a list of differences and similarities between the reading of the text, versus the impact that listening to the text has on the audience.
- Students will present their lists, as well as the parts of the speech that stood out to them the most when viewing, as opposed to those sections that were most prominent when reading the speech.
- Through whole class analysis, students will determine if there is a difference or not between reading and viewing, and if so, to what degree, and why?
- To facilitate this discussion, teacher will encourage students to reference specific textual evidence, by identifying some examples himself.

### **ESSENTIAL QUESTION: How can diplomacy impact change better than aggressive mandates?**

**TASK: Read and explicate MLK's letter, discuss impact of rhetorical, grammatical and literary choices in writing, write short paragraph demonstrating skills they have learned today.**

**Standards:**

ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LA9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELACC9-10RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

ELACC9-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Instruction:**

- Students will read MLK's "Letter from a Birmingham Jail" in pairs, using their notes as references to help them annotate for rhetorical devices and literary terms.
- After 15 minutes, pairs will compare their annotations with each other, adding annotations where they had missed them and making sure they have explicated the text completely.
- Through whole class examination, students will analyze the intention of the letter, as well as the author's careful structure and diction.
- The teacher will emphasize the need for diplomacy in this letter, and will indicate specific places in the letter where diction and rhetoric choices are used diplomatically.
- Teacher will ask students to consider times in their own lives when diplomacy helped, or would have helped make a situation better.
- Teacher could give students five minutes to write this out, before the discussion begins, so that every student has something to contribute.
- These short narrative paragraphs could be used as the beginning of a homework assignment, which the students would elaborate upon at home, and turn in the next day.
- Teachers could also have students get into groups and share their experiences before opening the topic up for whole class discussion.
- As a ticket out the door, each student will write a paragraph citing and explaining where they see rhetorical diplomacy being used in the letter, making sure to cite quotes properly and use correct conventions of grammar in their own writing.

**ESSENTIAL QUESTION: As citizens how can we use writing to command respect and effect change in our society?**

**TASK: Research social issue online and write formal letter stating opinion.**

**Standards:**

ELACC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

ELACC9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Instruction:**

- Students will individually research online a social issue they feel they should speak up about. No more than two students can do the same issue.
- Students will locate an appropriate delivery address for a correspondence.
- Teacher will demonstrate via electronic display the correct format for a formal business letter, such as would be appropriate for this type of correspondence.
- Students will take notes on format.
- Students will write their own persuasive letter, modeled loosely off of MLK's, regarding their issue of choice.
- Students will use standard conventions of writing.
- Students must use at least five of the strategies that MLK used in his own letter, including, but not limited to allusions, effective use of data taken from research, appropriate diction, use of statistics, ethos, logos and pathos.
- Students will share their letters with the class, and if they choose, send them to the appropriate person via mail or e-mail.
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**ESSEBTIAL QUESTION:** How do these authors structure their writing in such a way as to emphasize the impact that being treated as a lesser human has on them?

**TASK:** IN-class assessment over topic given at beginning of unit.

**Standards:**

ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELACC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Instruction:**

- In-class essay using prompt given at the beginning of the unit: How do these authors structure their writing in such a way as to emphasize the impact that being treated as a lesser human has on them?
- Students must identify literary terms, as well as an examine use of structure to analyze the impact of reading about experiences like these in primary sources, rather than reading about them through fiction or poetry.
- Students will be expected to use textual evidence and specific quotes to support their ideas, so notes should be allowed, as well as the reading material.
- Student's essays should focus on organized, substantiated writing and the synthesizing of knowledge and material addressed over this mini-unit.

**ESSENTIAL QUESTION:** What are the elements of good writing? How can transition sentences help unify a piece of writing? What should we look for when we proofread our papers?

**TASK:** take notes over common errors in essay writing derived from teacher's first read through in-class essays, use "common errors" notes to

## **peer edit essays in groups of four, rewrite essays to turn in for grade**

### **Standards:**

ELACC9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

ELACC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

c. Spell correctly.

d. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

### **Instruction:**

- Teacher will go through a list of common errors found upon a first reading of yesterday's in-class essays. List can be typed up and handed out, or written on the board.
- Students can hand out examples from actual papers, with no names attached. Individually students will rewrite the sentences, correcting mistakes and making them clearer.
- Students will share their modified versions with the class, so that they can see the various ways a thought can be effectively conveyed.
- Students will use the list as a guide for peer editing one another's papers, using constructive criticism.
- Students will take the annotations and notes taken from the board to revise their own essays.

## **Essential Question: What are the elements of good writing? How can transition sentences help unify a piece of writing? What should we look for when we proofread our papers?**

### **TASK: Peer edit essays for grammatical errors and content, refine and rewrite essays.**

### **Standards:**

ELACC9-10W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### **Instruction:**

- In groups of four, students will one another's essays aloud, emphasizing the impact that punctuation and organization have on meaning.
- In groups of four, students will use the list taken from the board on day 9 as a guide to peer edit one another's papers, paying attention to conventions of grammar, effective diction, transition sentences, appropriate amount and quality of evidence, and clear organization.
- Students will use their peers' annotations and their "common mistake" notes to make changes to their essays.
- Students will re-write their essays and submit.

### **PLANS FOR ASSESSMENT 2: integrating reading selections from the unit into a writing task**

Using the theme of **Discovering Your Capacity for Courage**, synthesize one of the two Escher images with either "The Courage that My Mother Had" or "The Road Not Taken," and three of the vignettes from Cisneros's *House on Mango Street*. As different as these pieces are, what do they have in common? Point to specific textual quotes and details concerning the resulting impact on conveyance of theme that each author's choices have, regarding elements of style and structure, as well as genre in your discussion.

### **SKILL BUILDING TASKS** Note: tasks may take more than a single day.

Include a task to teach **EVERY** skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

### **ESSENTIAL QUESTION: What do visual arts and writing have in common?**

### **TASK: Respond to Escher images through writing, apply literary terms and rhetorical devices to visual arts, TPCASTT explication of poetry, identify literary terms and theme of poems, write in double entry journals**

#### **Standards:**

ELACC9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée de Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### **Instruction:**

- Give background information on Escher and show students examples of his work, specifically **1) Relativity and 2) Bond of Union**.
- Students will write down initial responses to pieces, and then share their responses with the class.
- Have students get with elbow partner to brainstorm what terms and literary devices could be used to address these images.
- Pairs will share ideas, with teacher interjecting and adding terms and devices when needed.
- For future reference, students will be given essay prompt listed above, so that they know where they are headed in this lesson.
- Divide class in half and split each half into smaller groups of two or three.

- Hand out TPCASTT directions to students and assign “The Courage that My Mother Had” to one half of the class and “The Road Not Taken” to the other half.

**ESSENTIAL QUESTION: How is poetry a more concentrated form of informational text, rather than fiction?**

**TASK:** explicate text for meaning through analysis of literary elements, structure, and style, including grammatical choices and syntax patterns, collaboratively present sections of text to class, write in double entry journal, identify literary elements in text, respond to essay prompt given at beginning of unit.

**Standards:**

ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELACC9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**Instruction:**

- Students will spend half of the period finishing TPCASTT-ING poems in groups. ( examine the **Title**, **Paraphrase** the poem for denotation, examine the poem for **Connotation**, **Attitude (tone)**, and **Shift**, determine the **Theme** of the poem, based on what they have learned, and re-examine the **Title** after completely explicating the poem.)
- Each element of the TPCASTT should be accompanied by specific textual evidence and quotations.
- These can be written out in cohesive paragraphs, to make up one long essay, for more advanced students, or they can be bulleted out without connecting sentences in the interest of time.
- Students will include the creation of a visual aid, using butcher paper, conveying what they have learned.
- The second half of class each of the smaller groups will jigsaw with a group from the other half of the room, and the two will share their interpretations and explications of their poem.
- Students will take notes over the other group’s “lesson.”

**ESSENTIAL QUESTION: “Is courage something that can be taught”**

**TASK:** explicate text for meaning through analysis of literary elements, structure, and style, including grammatical choices and syntax patterns, collaboratively present sections of text to class, write in double entry journal, identify literary elements in text

**Standards:**

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**ELACC9-10W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Instruction:**

- Class will come back together as a whole and analyze the theme of each of these works, as well as possible commonalities.
- Teacher will facilitate conversation by identifying and explain those literary terms and poetic devices that the students may have missed in their group discussions.
- Students get with elbow partner to determine their opinion on the statement, "if you are not a part of the solution, you are a part of the problem."
- Student pairs will share their opinions, practicing their speaking and listening skills, and referencing pieces of literature that we have read this quarter where this topic was either supported or refuted.
- Students will write narrative responses in their double journal entries responding to the question discussed in class: There is a saying that if you are not a part of the solution, you are a part of the problem. What does this mean and do you agree?
- Students will consider if they see these ideas represented in the poems we have read together, or any literature they have read so far this quarter.

**ESSENTIAL QUESTION: How does the use of poetic prose impact the telling of a story? What makes a work of prose poetic?**

**TASK: Take notes over background information and poetic prose, brainstorm for definition**

**Standards:**

**ELACC9-10SL1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Instruction:**

- Teacher will ask students to guess at what the definition of Poetic Prose might be.
- After listening to a few guesses, students will clarify and accurately define the word for the students.
- Teacher will refer back to the poetry terms used in the explication of the previous two poems, as well as other poetry devices.
- Students will be broken into groups of four, with each group being responsible for a certain amount of vignettes (depending on number of students in class).

- Teacher will give background information on Sandra Cisneros, and define the term Vignette.
- Students will take notes.

**ESSENTIAL QUESTION: How does the use of poetic prose impact the telling of a story? What do grammar and poetry have in common?**

**TASK: explicate text for meaning through analysis of literary elements, structure, and style, including grammatical choices and syntax patterns, identify literary elements in text.**

**Standards:**

ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELA9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELACC9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

**Instruction:**

- Students will read the first two vignettes together as a class.
- Through whole class analysis, students will identify various literary elements and linguistic choices made by author, including perspective, structure, poetic devices, diction and use of varied syntax.
- Students will bridge the literature to themselves by sharing personal connections to these vignettes.
- Students will examine the author's tone and identify specific textual evidence that conveys that tone, such as diction and poetic prose.

**ESSENTIAL QUESTION: How does the use of poetic prose impact the telling of a story? Is it human nature to be afraid of what we don't know?**

**TASK: explicate text for meaning through analysis of literary elements, structure, and style, including grammatical choices and syntax patterns, collaboratively present sections of text to class.**

**Standards:**

ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- ELA9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
- ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Instruction:**

- Students will read assigned vignettes in their groups.
- Within their groups students will complete the following: Identify literary elements and grammatical choices used throughout their vignettes, outline the structure of their vignettes, identify the purpose of their vignette, and make personal connections.
- Groups will work in the computer lab to create a short 15-20 minute presentation using Prezi, covering the literary/thematic connections found within the vignettes.
- By day 18 each class must draft and present to the teacher for approval a “lesson plan,” including each group member’s role in the presentation.
- Students will teach their vignettes, using their Prezi, to the class.

**ESSENTIAL QUESTION: What are the elements of effective presentations?**

**TASK: collaboratively present information using various mediums, including technology, write narrative in double entry journal, practice effective speaking and listening skills, contribute to whole class discussions.**

**Standards:**

- ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source

**Instruction:**

- Student groups will present and teach their vignettes, based on plans submitted to teacher by day 18.

- A typical class of 32 should finish the presentations a little over half way through the third day of presentations.
- Leaving a few minutes at the end of day 21 for a double journal entry, Students will respond to the following prompt: Choose a vignette you have learned about from one of the other groups that particularly enjoyed, or that you feel is especially effective and write about what you liked about it, using specific textual evidence to illustrate your points.
- Students should take notes over each presentation.

**ESSENTIAL QUESTION: As different as these pieces are, what do they have in common?**

**TASK: write essay given at start of unit, explicate text and synthesize information given throughout unit.**

**Standards:**

ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELACC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Instruction:**

- Students will write an in-class essay addressing the prompt they were given at the beginning of this unit: Using the theme of Discovering Your Capacity for Courage, synthesize one of the two Escher images with either "The Courage that My Mother Had" or "The Road Not Taken," and three of the vignettes from Cisneros's House on Mango Street. As different as these pieces are, what do they have in common?
- Students will identify in context specific textual quotes and details concerning the resulting impact on conveyance of theme that each author's choices have, regarding elements of style and structure, as well as genre.
- Students will bring their notes and texts to the class to use for specific quotes and textual references in their essays.

**PLANS FOR ASSESSMENT 3: integrating reading selections from the unit into a writing task**

**ARGUMENTATIVE:** Using the theme of **Unpacking Courage**, after reading the "The Scarlet Ibis," *The Education of Little Tree*, and "Shooting an Elephant," compare the ways in which the authors represented courage in their texts. Choose a character from one of the stories and argue why you believe that character exhibited true courage as compared to characters from the other texts. Make sure to use extensive evidence from the texts to support your points.

**SKILL BUILDING TASKS** Note: tasks may take more than a single day.

Include a task to teach **EVERY** skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

**ESSENTIAL QUESTION:** From where does courage spring? Are there different types of courage? How can reading and writing aid us in understanding more about that courage that lies within ourselves and others?

**TASK:** read text in groups of four, identify examples of hyperbole, sensory language, imagery, and figurative language, review elements of plot line and different types of conflict, illustrate examples of figurative language, analyze connection between language and characterization.

**Standards:**

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Instruction:**

- Students will take a short pre-unit self-assessment quiz over literary terms, as a means of determining which terms need to be re-taught or explained in a different way.
- Teacher will go over answers with class.
- After answers are given, teacher will review the terms that students missed by writing the definitions on board and offering examples from different texts they have read throughout the year.
- Students will jot down their initial responses to the essential questions listed above
- As a whole class, students will share their ideas.
- Teacher encourage students to refer back to other pieces read earlier in the unit, by giving examples and modeling this connection.

**ESSENTIAL QUESTION:** How does conflict drive the plot of a story?

**TASK:** Identify themes of courage.

**Standards:**

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others

into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Instruction:**

- In groups of three-four, students will read "The Scarlet Ibis."
- Students will look for examples of the literary devices listed above.
- Within groups, each member will be required to choose two examples of the figurative language to illustrate on a sheet of paper.
- Each illustration will be accompanied by a short paragraph explaining the impact that that specific vehicle or literary device had on that particular part of the story.
- In their groups students will decide what they think the main conflict of the story is, as it pertains to courage.
- On sheets of butcher paper, student groups will chart the plot line, following the development of their particular conflict, with quotations and textual evidence.
- Examples will be cited for each stage of the plot progression.
- The students will also convey the evolution of that conflict through a complete thesis statement.
- Plot charts and complete thesis statements will be presented to the class.

**ESSENTIAL QUESTION:** How does the age of the narrator impact the message of a story? How can verb tense impact the tone of a story? How can humor be used to help communicate the gravity of serious issues?

**TASK:** Read chapter eight from *Angela's Ashes*, paying attention to narrator's age and language and examining the story for tone, diction and humor, compare the genre of autobiography to that of fiction or poetry through class discussion, recall literary terms and elements of past works read, practice listening and speaking through whole class discussion.

**Standards:**

ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELA9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELACC9-10RI10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Instruction:**

- Teacher will give background information on Forrest Carter and Native American history, focusing on the Cherokee Indians.
- Students will be encouraged to share their own experiences of being a stranger in a new environment.
- Class will read first five chapters together, with teacher modeling annotation and best practices critical reading.
- Students will read remaining chapters at home and in class tomorrow, looking for examples of colorful language and author's style, as well as local color and colloquialism.

**ESSENTIAL QUESTION:** How do writers of informational or nonfiction text use literary elements to enhance their writing? How much of a writer's style, structure and tone are intentional?

**TASK:** analyze lit. for examples of effective diction, colloquialism, irony and humor, whole class discussion, watch video interview of author, listen to author interview on-line, connect author's interviews with his text.

**Standards:**

ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELA9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELACC9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.

ELACC9-10RI10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Instruction:**

- Students will write favorite examples of literary style or colorful language on the board.
- Students will take turns explaining their choices and the impact they felt their example had on the text.
- Students will read the rest of the work in groups of four.
- Ticket out the door will be three critical facts that the student learned from the interviews that either supported what they read in the excerpt, or informed their understanding of Carter's style and purpose.

**ESSENTIAL QUESTION:** How can situations teach us about ourselves? Is it ever too late to change our beliefs? Our Destinies?

**TASK:** note taking, paraphrasing, narrative writing, create open-ended questions, read and analyze text, connect background information to text, identify literary elements present in informational text.

**Standards:**

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on

grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**Instructions:**

- Students will take notes over background information on George Orwell, including a longer quote from the author.
- Students will paraphrase the quote.
- Students will respond to the quote, with their own opinions, in their double entry journals.
- The quote is: "At present I do not feel that I have seen more than the fringe of poverty. Still I can point to one or two things I have definitely learned by being hard up. I shall never again think that all tramps are drunken scoundrels, nor expect a beggar to be grateful when I give him a penny, nor be surprised if men out of work lack energy, nor subscribe to the Salvation Army, nor pawn my clothes, nor refuse a handbill, nor enjoy a meal at a smart restaurant. That is a beginning."
- Students will be given Orwell's short essay, "Shooting an Elephant" to read for homework.
- Students should come to class the next day with text annotated.
- Students should also have at least three open-ended critical reading questions that can be used during Socratic Seminar.

**ESSENTIAL QUESTION: How does the genre of a piece impact the audience's reaction to the author's message?**

**TASK: Socratic discussion, note taking, practice speaking and listening, cite specific textual evidence and support ideas through quote citations.**

### **Standards:**

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELACC9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ELACC9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### **Instruction:**

- The class will be split in half, each half forming a circle, to facilitate Socratic Seminar discussions over texts we have read over the past several weeks.
- Students in each group will have Socratic Discussion connecting all pieces of literature we have read with the unit theme of **Unpacking Courage**, the impact the genre can have on conveying information, and the presence of structure, tone and style in all pieces of expressive art.
- Students will use the open ended questions they prepared the night before, as well as all notes gleaned from various class activities so far.
- Students must speak during the Socratic seminar.
- Students must listen and respond respectfully to one another's comments.
- Students must cite textual evidence and previous class discussions in their seminar discussions.
- Students will wrap up by writing one paragraph summarizing what they learned from Socratic seminar, and creating one new question, generated from their discoveries.

**ESSENTIAL QUESTION:** How do the authors use elements of language to convey abstract ideas such as courage, fear or ignorance?

**TASK:** Analyze notes and literature, write formal outline, using textual evidence and quotations.

### **Standards:**

ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELACC9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ELACC9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

ELACC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Instruction:**

- Using notes gleaned from Socratic Seminar, students will create a thesis statement for an essay responding to the prompt given at the beginning of the unit.
- Students will write a formal outline, including quotes and specific textual evidence, to match the thesis statement they have written.
- Students will present completed formal outline for teacher approval.
- Students will write essay at home to be peer reviewed on 35<sup>th</sup> day.

**ESSENTIAL QUESTION: How can interviews be useful primary documents? What are the elements of a successful interview?**

**TASK: practice speaking and listening, as well as analyze rhetoric and interview etiquette.**

**Standards:**

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Instruction:**

- Students jot down what they think the top five qualities of being a hero are.
- Students will share their thoughts with the class.
- Students will brainstorm the various venues in life where heroes can be found.
- Students will discuss the etiquette of interview, and will explore the different types of interviews they have seen or of which they have been a part.
- Students will discuss the significance of diplomacy, including tone and diction when conducting an interview, as well as the importance of the being

prepared with relevant questions and keeping the discussion going.

- Students will be placed in pairs by teacher, who will make sure to place students with those whom they do not often work.
- Students will have ten minutes to interview their partners.
- Students will share their information with the class.
- The pair who discovers the most about one another within that time period will win a reward of the teacher's choice.
- Students will be given the Joseph Campbell excerpt to read for class on day 36.

#### **PLANS FOR ASSESSMENT 4: integrating reading selections from the unit into a writing task**

1. (CREATED IN GROUPS AS A MULTIMEDIA PRESENTATION USING LINOIT): In groups read chapter V, "The Hero's Adventure," from Joseph Campbell's *The Masks of God:面具*, with each student writing a précis over the chapter. Groups should extract three specific quotes that they feel are critical to the understanding of Coming of Age, Courage, and/or Heroism. Each group will research rights of passage from different cultures, presenting them to the class, using Linoit, which is an electronic class bulletin board. Students can post images, videos, links and critical information on this bulletin board, which can be projected via smart board, or computer connected projector to the entire class for presentation. Each group must come up with their own new rite of passage that they would like to see incorporated into mainstream American adolescent society. Visual aids aside from the Linoit may be used to demonstrate this new societal benchmark.

#### **SKILL BUILDING TASKS** Note: tasks may take more than a single day.

*Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

#### **ESSENTIAL QUESTION:** How does proofreading help to refine writing skills?

#### **TASK:** Peer edit essays, make revisions to writing

##### **Standards:**

ELACC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELACC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). □ Range of Writing

ELACC9-10W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

##### **Instruction:**

- Students will be placed in groups of four to work as small collaborative peer editing teams.
- Students will peer edit one another's essays, which will be turned in tomorrow.
- If students finish early, they can either start rewriting their essays, or work on reading the interview for class tomorrow.

#### **ESSENTIAL QUESTION:** Why is allusion often used in poetry?

#### **TASK:** Explicate poem, examine the author's use of punctuation, identify the allusion, research the name Geronimo, determine what that particular

**allusion means, review the use of allusion in various other textual genres we have read.**

**Standards:**

ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELACC9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ELACC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). □ Range of Writing

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

**Instruction:**

- Students will read the poem “Birthday.”
- In pairs students will TPCASTT this poem.
- Students will research Geronimo as part of the “P” of TPCASTT
- Students will be instructed to pay specific attention to the author’s use of punctuation and allusion.
- Students will determine whether or not the allusion to Geronimo is positive or negative.
- Teacher will read “I Hear America Singing” aloud to class, and briefly discuss the meaning behind the poem.
- Teacher will read “I, Too” aloud to class and explain that it is response poem.
- As a whole class, students will identify those elements of the poem that make it an allusion to the previous poem (the word “too”), as well as examine other cultural allusions and the overall tone of the poem, using elements of TPCASTT.

**ESSENTIAL QUESTION:** What other art forms use allusion?

**TASK:** Look at examples of allusion used in other creative mediums, create four different types of allusion

**Standards:**

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. □ Research to Build and Present Knowledge

ELACC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). □ Range of Writing

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Instruction:**

- Students will break into groups of four.
- Each group will be assigned one of the categories of Creative arts within which to research the use of allusions (Dance, Visual Art, Fashion, Architecture, Music, and Theatre/Film).
- Each group will find at least two examples of allusion used within their art form.
- Students will later present these examples to the class, using clips and images, in the final Linoit presentations.
- Students will create four of their own allusions, each one from a different category, which they will write out in complete sentence form and turn in as a ticket out the door, before leaving the class.

**ESSENTIAL QUESTION: What are significant rites of passage in modern day American society?**

**TASK:** Read and annotate text in small groups, identify main idea of passage, identify three significant portions of passage to focus on, through group discussion and consensus, explicate these portions for effective application of various elements of language that we have analyzed and discussed throughout the year. This is a culminating project; so much of the students’ analysis will be self-directed, with just enough guidance from the instructor to ensure the students are on the right track and considering all their options.

**Standards:**

ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELACC9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ELACC9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Instruction:**

- Students will read the text together in their groups.
- They will be allowed to determine how they read the selection (aloud, in turns, together, or individually with occasional pauses for group clarifications).
- Students will select three sections of the passage which they consider to be of significant value on which to focus.
- Students will paraphrase and determine what they consider to be the main idea of the three excerpts they have chosen.
- Students will examine those elements of language, such as allusion, repetition, diction, and figurative language that they feel contributes to the overall impact of the pieces they have selected.
- Students will present their ideas regarding their three excerpts through the final Liniot project.

**ESSENTIAL QUESTION:** Are all allusions created equal?

**TASK:** Identify and discuss the allusion to Star Wars used in text, examine the characters of Luke and Darth Vader, determine what they represent archetypically, apply this knowledge to the text to determine the purpose of this allusion, as well as consider the impact of other theoretical allusions on this piece.

**Standards:**

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**Instruction:**

- Students will watch a clip from the *Return of the Jedi*, in which Luke is confronting his father, Vader.
- Students will analyze the possible symbolism behind the two characters, and revisit their original ideas regarding Campbell's choice.
- Students will address Campbell's overall message, as conveyed through diction, and various types of allusions.
- Students will collectively try to come up with other Father/ Son allusions that could be used in this piece.
- Students will determine whether or not they think that the allusions in this text need to be Father/Son, or could they be replaced with any Parent/Child or Mentor/Mentee relationship.
- Students will consider how these other relationships might alter the meaning of the text.

**ESSENTIAL QUESTION:** In a country as diverse as America, where do rites of passage exist? If so, upon what are they based?

**TASK:** Small groups brainstorming and discussion of modern day American rites of passage, researching of American rites of passage, determine if "American" is limited to transcending American ideas or can include rites of passage within American subcultures.

**Standards:**

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Instruction:**

- In their groups, students will brainstorm for rites of passage in mainstream American culture.
- Groups will use the computers to research the rites of passage that they came up with and find others they were not aware of.
- Students will include the origins of these rites of passage.
- Students will choose one rites of passage they like or think silly to include in their culminating project.

**ESSENTIAL QUESTION:** Which areas of modern day American society not marked by rites of passage could benefit from, or should be marked by a rite of passage? What would be an appropriate rite of passage?

**TASK:** Create new rite of passage, upload and download links, images and videos to online class bulletin board, practice listening and speaking

Standards:

ELACC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. □ Research to Build and Present Knowledge

ELACC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). □ Range of Writing

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Instruction:**

- Each group will choose three portions of the interview that they found insightful or intriguing to include in their final presentation.
- Each group will summarize their collective opinions about rites of passage within modern American society.
- Student groups will create their own new rite of passage that they would like to see in contemporary American adolescent society.
- Groups will write out details that comprise their new rite of passage, as well as include visuals, and explanations regarding the purpose of their new rite of passage.
- Groups will include these details in their Linoit presentations, and so will post notes and images to the class board electronically.

**ESSENTIAL QUESTION:** How do electronic devices help to streamline presentations? What are the elements of an effective electronic presentation?

**TASK:** Present information to class through Linoit presentation device online, upload and download links, practice listening and speaking.

**Standards:**

ELACC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).  Range of Writing

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

ELACC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  Research to Build and Present Knowledge

**Instruction:**

- Students will present their Linoit creations and rites of passage to the class.
- Following presentations, class will vote on which rite of passage they would like to see implemented.