

Considerations for Teaching Grade 9 Unit 2

- For assessment #4, there are 3 options. Two of the options have a technology component. If your school site does not have the technology capabilities necessary for assessment completion available to students for the length of time required, then option #2 is for you. Option #1 and #3 call for students, in groups, to create a project using Linoit.
- I have offered some substitutions for speeches that are found in other frameworks for other grades. For example, I included Kennedy's speech "Definition of Moral Courage," in place of "I Have a Dream." I also offered Roosevelt's "Four Freedoms Speech," George Washington's "Farewell Address," and the "Gettysburg Address" located in the 9th grade resource folder on the ELA Acorn page as substitutes for "Letters from a Birmingham City Jail."



GRADE 9

ELA CCGPS UNIT PLAN: 2nd 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:

To Kill a Mockingbird by Harper Lee (replacing a fictionalized memoir - The Education of Little Tree)

SHORT TEXTS FROM AMERICAN OR WORLD LITERATURE:

1. “The Scarlet Ibis,” James Thurber

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

4. “The Road Not Taken,” Robert Frost

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

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

3. “Shooting an Elephant,” George Orwell

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

5. "I Have a Dream," MLK

SUPPLEMENTAL MATERIALS:

Visual prompts: Escher Prints 1) Relativity 2) Bond of Union

MLK clip- audio of "I Have a Dream" speech
<http://www.americanrhetoric.com/speeches/mlkhaveadream.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," *To Kill a Mockingbird*, 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 relate their three specific quotes to Scout's or another character's experience with coming of age, courage and/or heroism in *To Kill a Mockingbird*, 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 thoroughly explain Scout's Coming of Age, Courage and/or Heroism and how this might apply to adolescent society today. Visual aids aside from the Linoit

may be used to demonstrate this societal benchmark.

OPTION #2 IF TECHNOLOGY IS NOT AVAILABLE FOR PROJECT: 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 relate their three specific quotes to Scout’s or another character’s experience with coming of age, courage and/or heroism in *To Kill a Mockingbird*, presenting them to the class, using a visual aid of their choosing. Students should include images, quotes, and other critical information on or within this visual as supporting evidence. Each group must thoroughly explain how these ideas (Coming of Age, Courage and/or Heroism) apply to adolescent society today.

OPTION #3 IF TECHNOLOGY IS AVAILABLE AND YOU ARE INCORPORATING ADDITIONAL TASK:

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 relate their three specific quotes to Scout’s or another character’s experience with coming of age, courage and/or heroism in *To Kill a Mockingbird*. Each group will research rites 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. The visuals and postings used in Linoit should thoroughly explain what the rite of passage is and why it should be incorporated into mainstream American adolescent society. Visual aids aside from the Linoit may be used to demonstrate this 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 of 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 Moyer’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)

*Rites of passage in various cultures

*Literary terms

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

*Social issue for public service pamphlet

*The Scottsdale Boys Trial

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

- Double entry journal, based on prompts given by teacher, notes in groups, notes individually while reading and processing that connect the students to the piece of writing at hand.
- Note taking on literary and poetry terms as they pertain to works read 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 texts

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 brainstorm with a partner for facts about the Civil Rights Movement in America. Discuss: How does the autobiographical genre adds to our understanding of the Civil Rights Movement?
- After five minutes, pairs will share what they have come up with, and context for the text will be established through whole group discussion. Students will silently read excerpt "Coming of Age in Mississippi: The Autobiography of Anne Moody."
html-pdf-convert.com/cari/full-text-coming-of-age-in-mississippi.html
- Teacher will model annotation of first part of excerpt from Coming of Age in Mississippi: The Autobiography of Anne Moody. 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.
- Following the teacher's example for annotating this passage, students will annotate remainder of the text individually.
- With a partner, students will discuss annotations, adding any that he or she did not previously mark.
- As a class, students will then discuss what new information was uncovered about the Civil Rights Movement. Cite specific evidence from the text. Include words, phrases, claims, point of view, sequence, etc. How did this writing help to make sense of Anne Moody's experience?
- Teacher will remind students that this excerpt comes from an "Autobiography," which is considered informational text. Based on today's reading, students will individually write their understanding of what an autobiography is, and what is gained by reading autobiographies, specifically this one from today.
- For homework students will create their own autobiographical account about a time they chose to stand up for what he or she believed in or wanted. Use Anne Moody's piece as guidance for style and clarity.

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:

- With a partner, conduct a “Scavenger Hunt” for literary devices (diction, connotative meaning, technical terms, figurative language, etc.) from Anne Moody’s excerpt from yesterday. Place stylistic elements from the text on labeled devices posters around the room. Conduct a Gallery Walk of “found” stylistic literary devices.
- Rewrite a section of Anne Moody’s text with the absence of stylistic literary devices. For example, replace figurative language used with “plain” language (example-if the word “sauntered” was used, replace it with walked).
- Compare your partner’s rewrite with the original.
- Individually in writing, answer the question “How does the use of stylistic devices better convey the author’s message?”
- Homework: Pretend you are a news reporter. Write an account of what you’re seeing using stylistic elements to paint a clear picture for the reader. Be sure that your stylistic choices don’t change the objectivity of your story. Underline the stylistic elements you used when you have completed the writing.

ESSENTIAL QUESTION: How does the structure of an informational text help to convey 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:

- Have students to think about the differences between how blogs (personal narratives) are written versus how newspaper articles (factual accounts) are written. Can a blogger use the same structures as a news writer? Discuss in pairs and defend response with specific reasons as to why or why not.
- Mode Cornell 2 column notes (if necessary). Students should use this structure to identify key attributes of common text structures as teacher gives overview/review of them (compare and contrast, flashback, chronological order, cause and effect, order of importance, problem/solution, process, description, etc.)
- Create a visual flow chart in partners or small groups to show your analysis of the structure of a given text (Anne Moody’s excerpt or some other text given to students).
- Rewrite a chosen piece of text (excerpt) changing the original structure to one of the text structures on which students took notes. Have students explain in writing “How does this new structure change the way ideas are introduced, developed, and connected?”

ESSENTIAL QUESTION: How do rhetorical devices impact the reader of a speech? Do reading a text and listening to a text have different impacts on the audience?

TASK: Read, annotate and explicate the speech; discuss difference between the written work 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:

- Have students in pairs or small groups brainstorm “Notable” moments when people have delivered speeches (body language, specific words or phrases that stuck out, particular way speech was delivered, tone, etc.). You may have to give students some examples to consider such as high school graduation speeches, a famous speech in history, Inaugural speeches, Speech given on a battlefield in a movie or in history, any speech delivered in movie, etc. A film/video clip of a speech may be appropriate to activate students’ thinking on this topic.
- View video clip of Maya Angelou’s oral presentation of her poem “And Still I Rise.” Students should have copy of the poem as well. Make notes of body language, specific words or phrases that are memorable, tone, etc. on the printed poem. In pairs or small groups, discuss observations of way she presents her speech. Identify patterns and rhetorical devices on the printed copy of the poem. Classify (create categories as their graphic organizer) for their findings. Each group should display graphic organizer in room. Conduct gallery walk to review what other groups found in video. Teacher helps class place formal labels on graphic organizers for names of rhetorical devices used.
- Annotate MLK’s “I Have a Dream” speech for rhetorical devices and structure in pairs. Discuss “How do the rhetorical devices and structure in the speech impact the reader? Alternative choice: **Robert F. Kennedy’s Definition of Moral Courage**: video and text found at this site. <http://www.americanrhetoric.com/speeches/rfkcapetown.htm>
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- Individually, students should watch or read another speech or a large enough portion of a speech (Gettysburg Address, Washington’s Farewell Address, Roosevelt’s Four Freedoms Speech, Inaugural or other Political speech, speech after major event, etc.) for the purpose of the following analysis: Analyze the use of rhetorical devices and structure and determine the impact that these had on the reader/viewer. 2-3 paragraphs minimum response.

Essential Question: How do rhetorical devices impact the reader of a speech? Do reading a text and listening/viewing a text have different impacts on the audience?

Task: Read, annotate, and explicate the speech; discuss the difference between the written work 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:

- In pairs, review major structural components and rhetorical devices used in MLK's "I Have a Dream" Speech. In small groups, share findings from homework/classwork task of analyzing another speech for additional review.
- Prepare to view/listen to MLK's "I Have a Dream" speech, focusing on authentic tone and mood of speech delivery, impact of delivery on audience responses, and speaker's body language. Use graphic organizer/viewing guide to analyze what you are viewing/listening.
- In pairs, construct a list of differences/similarities between the reading of the text, versus the impact that listening to the text has on an audience. Cite specific examples from the speech to support your responses. Present lists and parts of the speech that stood out to you the most when reading/listening to the speech.
- Individually, in writing, discuss the differences between reading and listening/viewing a text? To what degree are they different? Why? Use specific textual references to support your responses.

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:

- Establish a description of diplomacy versus mandates. Use contextual sentences and examples below to assist you in building students general

understanding of the two.

○ Diplomacy:

- Preparing the list and keeping all family members happy requires diplomacy and tact.
- By his skillful diplomacy, Dufferin successfully denied Turkey and military involvement in Egypt.
- Example: The Jay Treaty settled Canadian/US border and demilitarized the Great Lakes. It actually averted one war between the USA and Canada. It only lasted from 1796 to 1812.
- Example: The Cuban Missile Crisis was resolved without war, and there was plenty going on behind the scenes to resolve it.

○ Aggressive Mandates:

- Example: World War I mandates: the victors of World War I were given responsibility for governing former German and Ottoman territories as mandates from the League of Nations. They were not allowed to just “take over” these territories or assume them as part of their own countries. The ultimate goal was development of each mandate toward eventual independence. This goal was tempered, some would argue, by the fact that mandates were awarded with full consideration of both public and secret agreements made during the war.
- Example: No Child Left Behind- If schools do not comply with the mandate, noncompliance would result in a loss of Federal Education Funding.

- Students will read MLK’s “Letter from a Birmingham Jail” independently. Use previous days’ notes and annotations to assist in annotations of this text for the use of rhetorical devices and structure. 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. Discuss any patterns that were noticed within the text.
- In small groups, analyze the intention of the letter, as well as the author’s use of structure and diction to help support this purpose. Discuss how this letter uses diplomacy, and cite specific places in the letter where diction and rhetoric choices are used to achieve this goal. Each small group shares one point with evidence with total class.
- Teacher will ask students to consider times in their own lives when diplomacy helped, or would have helped make a situation better.
- Teacher should give students 15-20 minutes to write personal narrative, before the discussion begins, so that every student has something to contribute. Students should carefully consider the use of diction and rhetoric in the narrative writing of 2-3 paragraphs. Underline the specific use of rhetoric and diction used to demonstrate the use of diplomacy.
- These short narrative paragraphs could be used as 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.

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 that they feel is important. 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 an example of a formal business email.
- Using this business email as a model, students will write their own persuasive formal email, modeled loosely on MLK’s letter, on the issue of their choice. Use at least five strategies that MLK used in his letter, including, but not limited to, allusions, appropriate use of diction, statistics, ethos, logos, and pathos, and effective use of data taken from research.
- Students will use standard conventions of writing.
- In pairs, edit for grammar and mechanics. Partners or small groups will assist with revision suggestions in places where rhetoric might strengthen the persuasive nature of the communication.
- Students will send them to the appropriate person via e-mail.
- In small groups, students will brainstorm and discuss opportunities within the school and community that might present social issues in which teens might become involved. Locate appropriate contact information where teens might be able to send further communication. Using digital tools of student choice create a promotion for the issue. Students should include rhetorical devices in their promotion of the issue.

ESSENTIAL 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:

ASSESSMENT PROMPT: 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 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?

- Students must identify literary terms, as well as examine the 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. Produces 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.
- Hand out copied examples from sections of actual papers, with no names attached. Individually, students will rewrite the sentences or parts of papers, correcting mistakes and revising parts of papers making them clearer.
- Students will share their modified versions with small writing groups, 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/revision of one another's papers, using constructive criticism.
- Students will take the annotations and notes taken from the board/handout to revise their own essays for these specific areas.

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.

- Teacher might call attention to the effective use of transitional sentences and transitional phrases from actual student papers. If none are present, use some examples of transitional sentences and phrasing from sample papers that scored a “5” from the writing assessment sample papers located at the doe.k12.ga.us website under assessment resources.
- In groups of four, students will peer edit each other 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 (recommended through short bio. of life and work or short video) and show students examples of his work, specifically **1) Relativity 2) Bond of Union**.
- Students will write down initial responses to pieces. Remind them to observe artwork carefully. Share their initial responses with partners or small groups.
- Have students with partner or small groups brainstorm what terms and literary devices could be used to address these images. Defend choices with details from the art.
- Pairs/small groups will share ideas with total class, 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.
- Homework: choose another form of artwork and “close read” it for application of literary devices. Defend choices with details from the art. These should be shared on a bulletin board or wall with a blank sheet of paper attached or located near it for other students to comment on other students’ thoughts regarding the use of literary devices to describe art and the justification of the statements with details from the artwork. This could be an on-going anchor activity for students to continue commentary, much like a “blog.” If possible, attach a copy of the artwork next to the student’s close read of it so that others will build exposure to many different forms of art.

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:

- 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.
- 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 or banner 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 explaining 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 should take notes during their partner conversations, to include specific references of works read and discussed, especially parts of texts used to defend or refute this topic.
- Students will then write individual 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 this idea 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 present some examples of Poetic Prose. After students have had an opportunity to silently read and examine them, ask students to individually guess at what the definition of Poetic Prose might be, having them write their description of the term down. Ask for volunteers to share response, and what details from the examples did they use to come up with that description of Poetic Prose.
- After listening to a few guesses, teacher will use aspects of student descriptions (where applicable) to 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.
- Teacher will give background information on Sandra Cisneros (short video/ppt./or short bio. passage), and define the term Vignette.
- Students will take notes on graphic organizer, 2-column format, or other note taking guide.
- Teacher will model reading the first vignette aloud. Teacher will think aloud, identify various literary elements and linguistic choices made by author, including perspective, structure, poetic devices, diction and use of varied syntax. Teacher will also think aloud examining the author's tone and identify specific textual evidence that conveys tone, such as diction and poetic prose.
- Students will read the second vignette silently, keeping track of literary elements, linguistic choices made by the author, perspective, structure, poetic devices, diction, varied syntax, and specific textual evidence that conveys tone, such as diction and poetic prose. Volunteers and non-volunteers should share findings, using specific examples.
- In partners or as a ticket out the door, students should respond to the question "What makes a work poetic prose?"

ESSENTIAL QUESTION: How does the use of poetic prose impact the telling of a story?

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 be broken into groups of four, with each group being responsible for a certain amount of vignettes from House on Mango Street by Sandra Cisneros (depending on number of students in class).
- .Groups will determine literary elements, linguistic choices made by the author, perspective, structure, poetic devices, diction, varied syntax, and specific textual evidence that conveys tone, such as diction and poetic prose.
- Students will bridge the literature to themselves by sharing personal connections to these vignettes.

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.

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 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 create a collage that is visually appealing (collection of words, phrases, quotes, pictures...EVIDENCE) that shows their analysis of the their assigned vignettes for author's purpose, use of literary elements, linguistic choices made by the author, perspective, structure, poetic devices, diction, varied syntax, and specific textual evidence that conveys tone, such as diction and poetic prose. Students should also bridge the literature to themselves by showing personal connections to these vignettes in their collage presentations. The group should devise a lesson plan that involves the use of music to connect to each of the vignettes, and a way to teach about the use of literary elements, linguistic choices made by the author, perspective, structure, poetic devices, diction, varied syntax, and specific textual evidence that conveys tone, such as diction and poetic prose. The group must clearly define the role of each group member, and in writing, clarify these roles. The lesson plan must be constructed in such a way that instructional tools to be used with the class such as graphic organizers or other handouts should be attached to the lesson plan. The "skeleton" lesson plan must be approved by day 18. Students will teach their lesson to the class or other small group (teacher preference).

OR

- 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.

Students will respond in journal format to the question **Is it human nature to be afraid of what we don’t know? Tie this response back to lessons you may have learned from texts previously read in this unit.**

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.

- 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

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. If you decide for the purpose of time that students will present to perhaps two other small groups instead of the entire class, presentations could take only 1 day)
- Students should take notes over each presentation.
- Leaving a few minutes at the end of the class periods 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 you 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. Also include a literary aspect that stood out most to you, such as use of diction, or an example of specific figurative language, and why.**

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:

ASSESSMENT PROMPT: 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.

Points to remember:

- Students will write an in-class essay addressing the prompt above that they were given at the beginning of this unit.
- 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,” *To Kill a Mockingbird*, 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 review the terms that students missed by offering examples from different texts they have read throughout the year or examples from the text students are now reading as bell ringer activities for the next few days.
- Students will write down their initial responses to the essential questions listed above as a journal activity.
- In small groups, students will share response. While reading their individual responses is not necessary, each group member is expected to contribute to this conversation. One group member should act as the group "chronicler," documenting the date, and how group members responded to this question with specific examples of things that were said.
- Teacher should 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 (**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). All students should keep examples of the above in their journals/notebooks for further analysis of this story.

- 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. All examples that relate to the same type of figurative language should be displayed together in one category.
- 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 /banner paper, student groups will chart the plot line, following the development of their particular conflict, with quotations and textual evidence (**NOT JUST BASIC PLOT EVENTS, BUT 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 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:

- Teacher will give background information on Harper Lee, using an interview (printed one Microsoft word will have to attach as an appendix). Students should read both articles, and identify key details within the article that link the relationship between Harper Lee's life to the events in the novel. As students share their details in small groups, they should also discuss how the article from *Main* differs from the interview from *The Bluegrass Special*.



The Bluegrass Special Harper Lee Interview.url

- Teacher will have each group share one detail from an interview that links author to events in the novel. Explain that these details, even though the author may not have intended the book to be about her life, make the work a “fictionalized memoir.” Events and people in the book are based on real and personal experiences, but they have been elaborated upon, making it fiction.
- Teacher will share examples of colloquialisms and have students to develop their own definition of the term.
- Students will brainstorm colloquialisms familiar to them and share with a partner.
- Students will read first five chapters silently. They should create a “3 column notes” set-up in their notebooks or journals. Students should label the first column “-Isms.” The second column should be labeled “Figurative language and Meaning” The third column should be labeled “Personal connection.” As students are reading, they will encounter many insightful remarks made the various characters in To Kill a Mockingbird. In the first column, identify the speaker and quote what that person said. This becomes that character’s “Ism.” Example: Atticus-ism “You never really understand a person until you consider things from his point of view-until you climb into his skin and walk around in it.” In the second column, students would identify any figurative language used in that quote, and explain the significance of it. Example: “climb into his skin and walk around in it” (Idiom) illustrates really looking at an issue as if you were that person, how that person would experience it...the person’s thoughts, how the issue affects him or her, how that person would be treated, etc. In the third column, students would explain a personal connection of perhaps a time when he or she really showed empathy for someone. Briefly explain the situation. (May have to complete the reading and notes on “isms” for homework before small group discussion may take place. IF students come to class unprepared, they must continue to work independently before they may become a part of a small group. Note should be taken regarding students coming unprepared to class and this should be communicated to students, parents, coaches, administrators. Opportunities may be considered by the department for times within the school day when students should be held accountable for making up this reading (lunch and learn, tutorials, instructional focus, etc.)
- Students will come back together in literature circles to discuss the collection of “isms” for a designated amount of time. Have small groups to share their favorite one with the total class, explaining its significance to the book.

Essential Question: How does the age of the narrator impact the message of a story? How can humor be used to help communicate the gravity of serious issues?

TASK: Read To Kill a Mockingbird, paying attention to narrator’s age and language and examining the story for tone, diction and humor, 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:

- Students will silently read chapters 6-10 with an emphasis on Scout’s perspective about the topics listed below. Students are to record them in 2

column note format (recommended). In small groups students should discuss these topics and others that they may have noted while they were reading, and include in their notes (2 column notes format recommended). Discuss the use of humor used by the author to relate Scout's perception of reality to the reader:

- Scout on honoring your word and protecting someone else's honor
- Scout's perspective on school
- Scout on understanding children

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 read and take notes over background information on George Orwell
- Students will paraphrase and respond to the following quote in their double entry journals: "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 and annotate for claims, key issues, thought-provoking statements, etc...
- Students should also have at least three open-ended critical reading questions that can used during a fishbowl discussion. Students should also tie discussion into essential questions: **How can situations teach us about ourselves? Is it ever too late to change our beliefs? Our Destinies?.**
- Teacher will model a fishbowl discussion (variation of Socratic Seminar dividing group up for scaffolding purposes- found on one of the Socratic Seminar handouts in resource folder) with the first group of students (inner circle), while outer circle observes and listens. After inner circle reaches time limit, then teacher calls on students from outer circle to comment on common themes or key points that the inner circle made. Teacher should chart the responses to keep track of what has already been discussed. Outer circle switches place with inner circle to begin their discussion of the article using the critical thinking questions created for their discussion, not to repeat any ideas used in the previous inner circle conversation. Students may piggy back off of points made, but should not dwell on them or try to merely repeat the same points. After time limit is reached, the new outer circle should comment on key points made and make observations of the inner circle conversation. Teacher should chart those responses.
- Students should then write an objective summary, synthesizing points from the fishbowl discussion.

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

Task: Read To Kill a Mockingbird chapters 10-11 and documents on The Scottsdale Boys Trial. Analyze notes and literature, using textual evidence and quotations to write Claims-Evidence-Reasoning

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:

- Students will read chapters 10-11 and take notes, using textual evidence and quotations to make a claim regarding a character from the novel in response to the abstract ideas of courage, fear or ignorance or make a general claim about human nature on the abstract idea of courage, fear, or ignorance. Use your textual evidence and quotations to support your claim, and explain your overall reasoning for what you have staked as your claim.
- Use the C-E-R rubric to determine the effectiveness of each component.
- In small groups, analyze the documents on The Scottsdale Boys Trial/Jim Crow Laws. Use textual evidence and quotations to create one claim about fear or ignorance, and another about courage. Support your claim with evidence, and explain your overall reasoning. Write your groups C-E-Rs on chart paper. Use the CER rubric to determine the effectiveness of your group's statements. Teachers should use a collection of quotations of those

involved in the case and reactions of lawyers, people from the community, from surrounding areas and the North, etc. Teachers should also use timelines and other visuals included in the documents that groups will be examining. A collection with variety will better help students build background knowledge of historical context of both the case and what would be considered “typical” reaction to Atticus’s participation in the Tim Robinson trial.

The Rise and Fall of Jim Crow <http://www.pbs.org/wnet/jimcrow/>

The Scottsboro Tragedy <http://www.pbs.org/wgbh/amex/scottsboro/>

The Murder of Emmitt Till <http://www.pbs.org/wgbh/amex/till/>

History of Jim Crow <http://www.jimcrowshistory.org/>

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:

- In Literature Circles, students should read Part 2 of *To Kill a Mockingbird*. The Literature Circles should set goals for reading, and determine how many chapters will be assigned for homework. The Literature Circles will discuss each of the chapters, using evidence from the text to support the analysis of the genre, specific language used to convey the themes of courage, fear or ignorance, and the impact of the age of the narrator on the message of the story. Each student should maintain his notebook/journal of evidence from the analysis and discussion. Encourage each group to summarize the main points of their discussion each time they meet, logging the date and the number of chapters read and discussed to journal progress of reading and

analysis.

- The groups may finish the novel at different paces. Based on the group's pacing, regroup students for the purpose of Socratic Seminars (see handouts for guidelines for Socratic Seminar in resource folder. The "outer and inner" circles references actually are variations to conduct a "Fishbowl Discussion.") The total class will not be involved in one big group. It is recommended that the class be split in half, each half forming a circle, to facilitate Socratic Seminar discussions over texts we have read over the past several weeks. However, it is possible that you may have 3 groups based on pacing if necessary.
- Students for homework one night, or as an ongoing anchor throughout this unit, should prepare critical thinking questions regarding fear, courage, and ignorance in relation to any of the works read, as well as the impact the genre can have on conveying information, and the presence of structure, tone and style in all pieces of expressive art.
- 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 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: **ARGUMENTATIVE:** Using the theme of **Unpacking Courage**, after reading the “The Scarlet Ibis,” *To Kill a Mockingbird* 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.
- Teacher will model how to write a formal outline.
- Students will write a formal outline, using all texts, annotations, journals, notes from Fishbowl Discussion and Socratic Seminar, including quotes and specific textual evidence, to match the thesis statement they have written. Students may use supporting documents from informational texts as additional evidence for their claims.
- Students will complete essay responding to **Assessment Prompt**, based on the formal outline that they have created.

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 will read information on the topic of “Preparing for an Interview.” Students will discuss with a partner 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. With partners, students will compile their Rules of Interviewing that provide norms for etiquette, diplomacy, preparedness, etc.
- Students will be given short bios. <http://www.biographyonline.net/people/famous/courageous.html> Of people who have been considered courageous in some form or fashion. Students will be given roles of interviewer or person being interviewed. Students will be placed in pairs by teacher, who will make

sure to place students with those whom they do not often work.

- After reading and studying information, or reading and compiling appropriate interview questions, Students will have ten minutes to interview their partners.
- Students will share their most interesting information with the total class.

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 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 relate their three specific quotes to Scout’s or another character’s experience with coming of age, courage and/or heroism in *To Kill a Mockingbird*, 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 thoroughly explain Scout’s Coming of Age, Courage and/or Heroism and how this might apply to adolescent society today. Visual aids aside from the Linoit may be used to demonstrate this societal benchmark.

OPTION #2 IF TECHNOLOGY IS NOT AVAILABLE FOR PROJECT: 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 relate their three specific quotes to Scout’s or another character’s experience with coming of age, courage and/or heroism in *To Kill a Mockingbird*, presenting them to the class, using a visual aid of their choosing. Students should include images, quotes, and other critical information on or within this visual. Each group must thoroughly explain how these ideas (Coming of Age, Courage and/or Heroism) might apply to adolescent society today.

OPTION #3 IF TECHNOLOGY IS AVAILABLE AND YOU ARE INCORPORATING ADDITIONAL TASK:

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 relate their three specific quotes to Scout’s or another character’s experience with coming of age, courage and/or heroism in *To Kill a Mockingbird*. Each group will research rites 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. The visuals and postings used in Linoit should thoroughly explain what the rite of passage is and why it should be incorporated into mainstream American adolescent society. Visual aids aside from the Linoit may be used to demonstrate this 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 should start rewriting their essays.
- Begin previewing Joseph Campbell’s Chapter 5

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,” and individually conduct a TPCASTT of the poem.
- Students may collaboratively 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 give students a copy of “I Hear America Singing” and the poem “I, Too.”
- In partners, 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.

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 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 present these examples to the class, using clips and images, so it is important to document findings, explaining the allusion and the significance of the allusion to the art form in writing as well as in the presentation of the allusion.
- Students will create four of their own allusions, 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 (Joseph Campbell's Chapter 5) 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 (should write their paraphrasing down and keep notes of significant points in the discussion to reference at a later time when completing the project).
- 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 should include these in their individual notes as well.
- Students will present their ideas regarding their three excerpts through the final Linoit project/ Visual project.
- Students will each write a précis of the chapter.

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. How would Campbell's ideas apply to the characters' relationships in *To Kill a Mockingbird*?
- After discussing all of the above points in partners or small groups, students should individually write an argumentative piece (3 paragraphs minimum) making their claims, and supporting their arguments with valid points from Campbell's pieces, as well as other points brought about by discussion and reading of *To Kill a Mockingbird*.

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 what is considered common rites of passage for children.
- Students will include the origins of these rites of passage.
- Students will choose several of these rites of passage to link to their understanding of Scout’s (or another character’s) rite of passage in the culminating project.

THIS TASK MAY BE USED FOR DIFFERENTIATION OR AS AN EXTENSION IF YOU ARE AHEAD IN PACING. TO KILL A MOCKINGBIRD IS OF GREATER LENGTH AND WILL REQUIRE MORE THAN 2-3 DAYS OF READING IN CLASS. THEREFORE, THE CULMINATING TASK HAS BEEN REVISED TO EXCLUDE THIS PORTION OF THE TASK. IF YOU CHOOSE TO USE THIS TASK, THEN CHOOSE OPTION THREE (3) OF THE ASSESSMENT.

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/visual 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.

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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.
- IF Linoit or electronic presentations were not used, allow students to present their group projects.