



**GRADE 10 LITERATURE
ELA CCGPS UNIT PLAN 4th NINE 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: Heroes, Villains, and Underdogs in Literature

Extended Text: *Moneyball*, Michael Lewis

Short Texts Literary:

“Washington’s Monument, February, 1885” by Walt Whitman
<http://www.poets.org/viewmedia.php/prmMID/21259>

“O Captain, My Captain” by Walt Whitman
<http://www.bartleby.com/142/193.html>

“Lincoln, Man of the People” by Edwin Markham
<http://www.poets.org/viewmedia.php/prmMID/21259>

“Abraham Lincoln Walks at Night” by Vachel Lindsay
<http://www.poetryfoundation.org/poem/176810>

“I, Too” by Langston Hughes
<http://www.poemhunter.com/poem/i-too/>

“For Malcolm X” by Margaret Walker
<http://www.poetryfoundation.org/poem/237164#poem>

“Still I Rise” by Maya Angelou
<http://www.poemhunter.com/poem/still-i-rise/>

“A Good Man is Hard to Find” by Flannery O’Connor
<http://pegasus.cc.ucf.edu/~surette/goodman.html>

“The Rocking-Horse Winner” by D.H. Lawrence
<http://readytogoebbooks.com/DHL-rock1.htm>

“A Mystery of Heroism” by Stephen Crane

<http://www.readbookonline.net/readOnLine/1069/>

“War is Kind” by Stephen Crane

<http://www.online-literature.com/crane/2560/>

“The Celebrated Jumping Frog of Calaveras County” by Mark Twain

<http://etext.virginia.edu/railton/projects/price/frog.htm>

“The Rain Came” by Grace Ogot

www.docstoc.com/docs/87787030/The-Rain-Came

Short Texts Informational:

“Top Artists Reveal How to Find Creative Inspiration” by Laura Barnett

<http://www.guardian.co.uk/culture/2012/jan/02/top-artists-creative-inspiration>

from When I Was Puerto Rican by Esmerelda Santiago

http://teacher.scholastic.com/writeit/cavalcade/pdf/sept2003/p15-21_nonfiction_puertorico.pdf

“Grover Dill & the Tasmanian Devil” by Jean Shepherd (memoir excerpt)

http://schaus.org/wp-content/uploads/2009/11/grover_dill_fulltext.PDF

The Sabermetric Manifesto by David J. Grabiner

<http://www.seanlahman.com/baseball-archive/sabermetrics/sabermetric-manifesto/>

Bill James and the Evolution of Baseball (search for articles; several available online)

Hall of Fame Induction Speech by Jackie Robinson

<http://baseballhall.org/node/11153>

“A Tribute to Jackie Robinson: A Man for All Times” compiled by Long Island University

<http://www.pages.drexel.edu/~rosen/sports%20Folder/A%20TRIBUTE%20TO%20JACKIE%20ROBINSON.pdf>

“What Would You Risk Your Life For?” by Holly Epstein Ojalvo

<http://learning.blogs.nytimes.com/2010/10/27/what-would-you-risk-your-life-for/>

Visual and Other Texts:

Photos of the Washington Monument

www.google.com

“Greatest Underdog Stories in Sports” slide show with synopses and photos

<http://bleacherreport.com/articles/1083473-greatest-underdog-stories-in-sports#/articles/1083473-greatest-underdog-stories-in-sports>

Resources for teaching “Eleven”

http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB1-CH1.pdf

Background Information on Walt Whitman, Jackie Robinson, and D.H. Lawrence

www.biography.com

WRITING FOCUS: Argumentative

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. ARGUMENTATIVE/OPINION:** Poets frequently approach the same topics, from love and death to heroes in history, using varied styles and demonstrating myriad poetic devices. Maya Angelou, Margaret Walker, and Langston Hughes each portray themes of racism and (in)equality through their poetry. Analyze each poem for the poet’s use of literary devices and evaluate the effectiveness of each author’s style in establishing their theme. Determine which poem is the best represents the author’s message and use textual support to demonstrate your argument. Be sure to address the weaknesses of the other works in terms of their use of devices to instill meaning.
- 2. ARGUMENTATIVE/OPINION:** Classic archetypes are found throughout short stories; however, it is often more difficult to find classic examples within nonfiction writing. Select one piece of fiction and one piece of nonfiction that has been read in class and compare their portrayals of a classic archetype of your choosing (i.e.: Hercules and Arnold Schwarzenegger). Demonstrate the classic traits of your chosen archetype in both pieces, demonstrating a direct correlation between the two subjects.
- 3. ARGUMENTATIVE/OPINION:** In Moneyball, Billy Beane is forced to examine new options to populate his baseball team when the Oakland A’s are sold and the new management drastically cuts his budget. Jackie Robinson changed baseball in the United States and became a leader and role model for many young African Americans when he started playing major league baseball. Using textual support, explain how each of these men relied on their own strength and understanding to inspire people and change the course of the great American pastime.
- 4. ARGUMENTATIVE/OPINION:** Heroes, villains, and underdogs continue as a presence in the world. Using the texts read throughout this unit, create a multimedia presentation that identifies three classic archetypes and details these characters’ personal journeys. Explain how each character can be seen as the archetype of your choosing, citing specific textual examples to support your thesis and demonstrating what traits they share with the classic interpretation. Be sure to also explain how the aspects of each person that are not true (traditional) to his or her archetype do not detract from their identification one of these archetypes (i.e.: although Pinocchio tells lies, he is still an innocent because he is unaware of the importance of the truth).

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. After students have read “Top artists reveal how to find creative inspiration” aloud as a class, ask them which sources of inspiration they find most interesting. Which ones do they think could inspire them, too? Have students draft a list of the top 5- 7 things they find inspiring, and then provide details as to why. They should use the responses written by Polly Stenham and Anthony Neilson as models to work from. They must elaborate on their

points, explaining how each might inspire someone, and how people can go about doing what they suggest. It is incredibly important to emphasize the students' need for details and elaboration here.

2. Before reading several sections of memoirs, have students create a piece of their own. Instruct the class that they will be doing some personal writing in order to begin a study of the genre of memoirs. Provide several model sentences that read "I was once" and "Now, I am..." Give students a few minutes to create their own samples, modeling their writing after the ones that you have provided. Tell students that they must their "I was" sentence in one part of the essay, and their "Now..." sentence in another part. Ask them to link them together through a personal story or experience, providing details to readers that allow them to have an insight into the author's life. It is incredibly important to emphasize the students' need for details and elaboration here.

RESEARCH CONNECTION(S)

- Individual poets and their inspiration
- Legends from across the world
- Political, religious, and social heroes
- Athletic, political, social, and religious underdogs from around the world
- Specific topics in baseball
- Mathematical strategies used in unusual ways

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

- Annotate texts as they are read (Give students a purpose in this. Tell them what to be looking for as they are reading.)
- Journal entries on given topics
- Claims & Warrants slips (Have students make a claim about something that they have read and then support it using one or two lines of text. A 1-2 sentences explanation should accompany this.)
- Cornell notes
- Daily response prompts
- Predictions made on texts
- Reviews of pieces read in class
- Peer editing with written feedback (Have students make editorial corrections, but also evaluate their partners work. They should leave a 3-5 sentence evaluation of a peer's paper, detailing at least one strength and two weaknesses that need to be addressed.)

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

ARGUMENTATIVE/OPINION: Poets frequently approach the same topics, from love & death to heroes in history, using varied styles and demonstrating myriad poetic devices. Maya Angelou, Margaret Walker, and Langston Hughes each portray themes of racism and (in)equality through their poetry. Analyze each poem for the poet's use of devices and evaluate the effectiveness of each author's style in establishing their theme. Determine which poem is the best represents the author's message and use textual support to demonstrate your argument. Be sure to address the weaknesses of the other works in terms of their use of devices to instill meaning.

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 makes poetry different from other literary forms?

TASK: examining poetic devices

Standards:

- ELACC9-10RL1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACC9-10W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.
- ELACC9-10SL1. 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.
- ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Have students begin a new notebook section for Unit 4. Maintain an established heading, including date and title. Have students use the title of this unit to separate the sections in their notes.
- Ask students how they think poetry differs from other literary forms. Discuss with them the importance of writers being inspired.
- Provide direct instruction/review on the following poetic devices: *simile, metaphor, personification, tone, mood, symbolism, idiom, irony, hyperbole, imagery, allusion, meter, rhyme, rhythm, rhyme scheme, repetition, alliteration, onomatopoeia, assonance, consonance, and refrain*.
- Provide students simple examples of each to review their meanings and help them to understand their usage.
- Finally, put each new word on a notecard (some may need to be duplicated for class size). Have students randomly choose one of the cards and then find 2-3 examples of the device from poems in their textbook, or a selection of poetry books provided for them.
- You may also choose to print out several poems from websites such as Poetry.org or Poemhunter.com in order to have examples for each device.
- Have students share the example that they think works best for their device.
- If time permits, they can switch cards with a classmate. If time is short, allow students to work together.

***Assessment Opportunity**

ESSENTIAL QUESTION: What is inspiring?

TASK: determining sources of inspiration for authors

Standards:

- ELACC9-10RL9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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.

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.

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.

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Ask students to write down their own definition of the word "inspiration" and then have them provide 3- 5 examples of things that inspire them. Be sure that they write down how they are inspired. Encourage them to use real accounts of things that have happened to them in the past. Allow them several minutes to complete the work and then have them share their responses with the class.
- If any of the students have ever been inspired to write, use their example. If not, ask them what kinds of things they think might inspire them to write a story or a poem. Share examples of other sources of inspiration that may not have been expressed (historical events, personal triumphs, beauty in nature, natural disasters, great leaders, etc.).
- Explain that authors often seek out their own sources of inspiration, and some are struck by it when it is least expected.
- Provide students with very basic background information on Walt Whitman in a PowerPoint or board work.

ESSENTIAL QUESTION: How do current events inspire authors?

TASK: understanding Whitman's inspiration

Standards:

ELACC9-10RL2. Determine a theme or central idea of a 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.

ELACC9-10RL6. 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.)

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.

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.

ELACC9-10L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Instruction:

- Show students several different photos of the Washington Monument (these can be found on Google Images). Ask them not to speak, but to write down their own immediate impressions of it. What do they notice about the different photographs? Prompt them by mentioning the use of colors, the shading, the angles, and the background subjects in the photos. Have students discuss their reactions.
- Pass out copies of “Washington’s Monument, February, 1885” by Walt Whitman and read aloud as a class. Ask students if they are able to connect what the photographers may have been feeling with what Walt Whitman the poet may have been feeling.
- Explain to students that the same way the photos have varied techniques in delivering a message, so does Whitman’s poem.
- Break students into partners and have them identify instances of apostrophe (this may require previous direct instruction), personification, imagery, etc.
- Share their findings with the class and determine how Whitman’s use of those devices furthers the message of his poem.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors use inspiration to create meaning?

TASK: understanding hidden meaning in poetry

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.
- ELACC9-10RI5. 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).
- ELACC9-10RI6. 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.
- ELACC9-10W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- 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”).

Instruction:

- Provide students with copies of “Racial Attitudes” and read aloud as a class, or have students read individually, annotating the piece for questions they have, words they do not understand, or general points that they find interesting regarding Walt Whitman.
- Have students share their annotations with the class. Ask students which points they found most interesting and why.
- Provide direct instruction on allegory, providing students with details on some that they may already be familiar with (e.g.: The Lion, The Witch, and the Wardrobe; Alice’s Adventures in Wonderland; Animal Farm; A Christmas Carol; Planet of the Apes, etc.).
- Have them brainstorm a list of other films and novels that they might consider allegorical and then explain why they feel it fits the definition.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do people find inspiration?

TASK: identifying historical sources of inspiration

Standards:

- 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.

ELACC9-10RL7. 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 des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

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

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Pass out copies of “O, Captain! My Captain!” by Whitman and read aloud for the students, modeling proper pausing and pronunciation.
- Ask students to read the poem a second time, annotating all the nautical references and marking the page for possible outside connections.
- Have students share their findings and lead the class in a discussion about the significance of the poem. Pose the following questions to students:
 - What are some of the historical events happening around the time that this poem was written?
 - Who were some of the people that inspired Whitman?
 - How does this poem connect with a historical event? What might it be a tribute to? How do you know?
 - How does Whitman’s use of poetic devices allow readers to better understand his mood than a direct explanation?
 - Determine whether or not this poem is allegorical and support your reasoning using examples from the text.
- Discuss with students how the poem is an allegorical telling of Abraham Lincoln’s death. Ask students how this poem represents the events of Lincoln’s assassination.

ESSENTIAL QUESTION: How do people find inspiration?

TASK: interviewing in pairs

Standards:

ELACC9-10RI8. 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.

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.)

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.

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.

ELACC9-10L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Instruction:

- Give each student a copy of “Top Artists Reveal How to Find Creative Inspiration”, and then read aloud as a class.
- Ask students which sources of inspiration they find most interesting. Which ones do they think could inspire them, too?
- Have students draft a list of the top 5- 7 things they find inspiring, and then provide details as to why. Have them use the responses written by Polly Stenham and Anthony Neilson as models to work from.
- They should elaborate on their points, explaining how each might inspire and how to go about doing it.
**It is incredibly important to emphasize the students’ need for details and elaboration here.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors use historical events to inspire them?

TASK: examining human rights through poetry

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.

ELACC9-10RL7. 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 des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

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

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

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.

ELACC9-10SL1. 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.

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

a. Use parallel structure.*

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.

Instruction:

*** This lesson should take place in the media center or a computer lab so that each group has computer access.**

- Provide students with copies of “For Malcolm X”, “I, Too”, and “Still I Rise”.
- Break students into groups of 2 or 3 and assign each group a poem to work with. Have the students research the following questions on the internet or using resources in the media center:
 - Find out when your author wrote this poem. What was life like at that time? Describe in 3- 5 sentences.
 - What were some of the world events that were occurring at the time the work was written? Do these events appear anywhere in your poem?
 - Examine the syntax and rhyme scheme of your poem. Do these elements play an important role in this poem? Explain.
 - Describe the tone mood of the poem and support your ideas using at least 2 examples from the work.
 - Annotate each section, examining the author’s use of literal and figurative language. Seek out 3- 5 examples of each and explain their purpose.
 - Summarize your poem. What is the main idea of the poem, and how do you know?
 - What theme is the author presenting here?
 - How might he or she have been inspired by past or current events when the poem was written?
- Bring the class together. Read each poem aloud and discuss what students think some of the main themes in the works are. Have them annotate the poetry as your discussion continues. Allow them to share their researched findings and their opinions on the works.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do different authors approach the same source of inspiration?

TASK: The Blob

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.

a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

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”).

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Instruction:

- Tell students that they are going to be participating in The Blob. Each person will partner up with another, and then as a team work to examine the poems given to them. The pairs will be annotating the poems for figurative language that directly relates to what they believe the author's source of inspiration was (i.e.: if a poem discusses the grey and red blanket across the fields, this metaphor is used to show exactly how many wounded soldiers lay across the battleground).
- Remind students of their work on "O Captain, My Captain!" and tell them that they will be working on other pieces, inspired by the same American hero.
- Provide students with copies of "Lincoln, Man of the People" and "Abraham Lincoln Walks at Midnight".
- Have teams examine each poem, looking at the relationship between imagery and other figurative language and the meaning of the poem. Students should annotate these uses.
- Students will share their findings, one group at a time. After the first group writes one of their ideas on the board, another team must do the same.
- Continue the process until teams begin running out of connections. When one team runs out of ideas, they must join the last team that "got them out" by posting their idea. They have then been swallowed and become part of "The Blob".
- When students get out, have them move to seats or the floor near their victors.
- The last team standing is safe and may be rewarded according to how the teacher sees fit.

ESSENTIAL QUESTION: How do different authors use figurative language to portray their inspiration?

TASK: mapping poetic devices

Standards:

ELACC9-10RL1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RL2. Determine a theme or central idea of a 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.

ELACC9-10RL5. 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.

ELACC9-10RL7. 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 des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

ELACC9-10RL9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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.

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.

ELACC9-10RI4. 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).

ELACC9-10RI5. 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).

ELACC9-10RI6. 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.

ELACC9-10W2. 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.

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.

- a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

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.

ELACC9-10L3. 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

Instruction:

- Students will reread selections and analyze the texts read throughout the beginning of the unit for the use of literary devices (have them pay specific attention to allegory, metaphor, and imagery), and similarities in themes.
- Each student will work with one of the texts assigned and complete the chart listed below. Feel free to add any categories that you may have covered in class during discussion.

Device	Washington’s Monument, February, 1885	O Captain, My Captain!	Malcolm X	I, Too	Still I Rise	Lincoln, Man of the People	Abraham Lincoln Walks at Night
Metaphor							
Symbolism							
Allegory							
Characterization							
Alliteration							

- If they are unable to find an example of one of the literary devices on the chart, they must find a second example of one of the ones they already reviewed (e.g.: if there is no metaphor, they must find two examples of characterization supporting their idea). This requires them to find multiple pieces of textual support.
- Have them evaluate each work for its source of inspiration and determine which piece best utilizes figurative language to strengthen its message. They should be able to support their opinions using historical and textual evidence.

***Assessment Opportunity**

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

ARGUMENTATIVE/OPINION: Classic archetypes are found throughout short stories, however it is often more difficult to find classic examples within nonfiction writing. Select one piece of fiction and one piece of nonfiction that has been read in class and compare their portrayals of a classic archetype of your choosing (i.e.: Hercules and Arnold Schwarzenegger). Demonstrate the classic traits of your chosen archetype in both pieces, demonstrating a direct correlation between the two subjects.

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 do archetypes affect our understanding of literature?

TASK: understanding archetypal characters

Standards:

ELACC9-10RL10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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.

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Begin with a bell ringer. Students should write out common types of characters that they see in books and films. Ask them to provide a few details about each character type.
- Share students' knowledge, and discuss which ones are common in stories and which ones are unique to different tales. Be sure to use stories that all students would know, such as Cinderella or the Lion King, to make comparisons between students' answers and the general discussion.
- Present students with a PowerPoint presentation providing specific details on archetypes in literature. Include 2-3 examples of each from comic books, Disney movies, and other sources that show clear and obvious examples of each archetype. Discuss the significance of these roles in literature.
- Provide students with a chart like the one below. Complete one or two sections together, and then have the students complete the rest. Discuss the responses that they have.

Character:	Hero(ine)	Mother/Father Figure	The Loyal Companion	The Innocent	The Monster or Villain	The Wise Old Man or Woman	The Witch or Sorcerer	The Trickster	The Underdog
Physical Appearance:	Handsome or pretty, tall, blonde								Not generally considered attractive, though may change in the end
Characteristics:	Brave, honest, intelligent, loyal, kind, thoughtful								Loyal, clumsy or unathletic, tries hard but rarely succeeds

Behaviors:	Goes on a journey or quest, saves the day in time								Usually in the wrong place at the wrong time; undervalued until the end
Examples:	Superman, Prince Charming, Robin Hood								Neville Longbottom, The Mighty Ducks, Rudy, The Karate Kid, Rocky

- Conclude with a discussion on how archetypal characters affect stories. Ask students if they believe these archetypes are founded in truth or if they are completely false. Discuss why they believe what they do.

***Assessment Opportunity**

ESSENTIAL QUESTION: How can readers identify archetypes in literature that is new to them?

TASK: identifying literary elements in a short story

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.

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

a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

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.

ELACC9-10L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Instruction:

- Provide students with copies of Flannery O’Connor’s “A Good Man Is Hard to Find” and ask them to read the story independently and annotate the story for points that are significant, points that are unclear, and points that they feel identify the theme of the work.
- Once students have finished reading, allow them to work with a partner and complete the following chart:

“A Good Man is Hard to Find” by Flannery O’Connor

Character:	The Grandmother	The Misfit
Characterization		
Theme		
Tone		
Setting		
Mood		
Dialogue		

- Come together and discuss as a class.

***Assessment Opportunity**

ESSENTIAL QUESTION: How can readers identify archetypes in literature that is new to them?

TASK: identifying archetypes a short story

Standards:

- ELACC9-10RL1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACC9-10RL2. Determine a theme or central idea of a 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.
- ELACC9-10W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- 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.
- 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.
- ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Ask students to reread their notes on "A Good Man is Hard to Find". After they complete the reading, ask them to use their notes/ charts to answer the

following questions on their own:

- How is each character in the story characterized? What values does she appear to represent?
 - Describe the story's tone and mood. Provide details to support your points.
 - What role does the grandmother play in the car accident, and how do the grandchildren react to it?
 - Describe the interactions between the Misfit and the grandmother. How do their world views differ?
 - Provide a possible meaning for the grandmother's statement, ". . . you're one of my babies. You're one of my own children!" What might this mean and why would it be important?
 - Provide a possible meaning for the Misfit's statement "would have been a good woman . . . if it had been somebody there to shoot her every minute of her life." What might this mean and why would it be important?
 - Would either of these characters fit into a specific archetype? Which one(s)? How?
- Allow students to share their answers with the class and then discuss how the archetypes used in the story add to the plot and the theme of the work.

***Assessment Opportunity**

ESSENTIAL QUESTION: How can readers identify with nonfiction literature?

TASK: drafting a memoir

Standards:

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

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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.

Instructions:

- Instruct the class that they will be doing some personal writing in order to begin a study of the genre of memoirs.
- Have students create a T-chart in their notes and provide some examples for them to model their own notes after:

I was once...	Now, I am ...
<i>I was once a world traveler.</i>	<i>Now, I am a homebody.</i>
<i>I was once a young and frightened student.</i>	<i>Now, I am a fearless student.</i>
<i>I was once an overweight child.</i>	<i>Now, I am a runner.</i>

- Give students a few minutes to create their own samples, modeling their writing after the ones that you have kept on the board
- Have them share their works with the class and respond to each other's sentences. Ask students to think about the stories that inspired their classmates to write their own sentences.

- Allow students to add to their own ideas and modify the language that they used in their original pieces.
- Have students choose one of the sentences their sentences and use it as the first sentence of an essay.
- Tell students that they must their “I was” sentence in one part of the essay, and their “Now…” sentence in another part. Ask them to link them together through a personal story or experience, providing details to readers that allow them to have an insight into the author’s life.
- Ask for volunteers to share their work with the class, and then ask others for feedback. Which parts of the stories needed more details? Which parts were the most vivid? Were they able to understand/identify with/imagine what the writing was talking about?
- Allow students time to revise and edit their pieces before sharing again.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do memoirs help connect a reader with the author?

TASK: understanding personal details in memoirs

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.
 ELACC9-10RI6. 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.
 ELACC9-10W9. 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”).
 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.
 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.
 ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Provide students with copies of the excerpt from When I Was Puerto Rican by Esmeralda Santiago. Read together the first section of the story, titled “The Story So Far”.
- Ask students to write predictions about Santiago’s work in their notes. What do they think the piece is going to be about? What portions of the story will be told, and what details will readers probably still want to know?
- Read the story aloud, and then have the class discuss the importance of description in narration. Point out the author’s use of direct and indirect dialogue, as well as her syntax. Ask students how Santiago uses these elements to create effect in her writing. What is she trying to do with these techniques?
- Divide students into small groups, and have each group analyze the text for literary elements, focusing specifically on the dialogue and syntax.
- Tell each group to identify a minimum of three examples that support their argument for Santiago’s purpose in her use of devices.
- Bring the class together and discuss the points that each group finds pertinent and allow them to express how they support the argument made regarding Santiago’s use of literary techniques.

ESSENTIAL QUESTION: How do archetypes appear in nonfiction?

TASK: understanding memoirs

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.
- ELACC9-10RI6. 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.
- ELACC9-10W9. 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”).
- 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.
- 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.
- ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Split students into groups and have them examine the excerpt from When I Was Puerto Rican by Esmeralda Santiago. Ask them to look for classic archetypes within the story. Are these any characters that seem to fit in with the classic outlines they have learned about?
- Explain to students that it can be difficult to find stereotypical characters within nonfiction; however, it can be easier or more difficult depending upon the piece they are reading.
- Pass out copies of “Grover Dill and the Tasmanian Devil”. Explain that this excerpt is also from a man named Jean Shepherd. Provide students with background details about Shepherd's life and the times in which he grew up.
- Then, ask students to write down all of the things they know about the time period of the late 1950s and early 1960s. Allow them to share their knowledge with the class.
- Read the story aloud, having students take turns to practice their fluency. Stop frequently to point out the author's use of literary devices and language.
- When they have finished, have students answer the following questions independently:
 - According to Ralph, what are the classic characteristics of a Tasmanian Devil?
 - What are the three types of kids, according to Ralph? Which one is he? Which one are you?
 - Describe the “hostile environment” that Ralph says describes an Indiana winter.
 - How does Ralph meet his own Tasmanian Devil?
 - Explain the terms “male human animals” and “The Great Education”. How are these ideas connected?
 - Why does his stream of swearing disturb Ralph after his fight?
 - What does the narrator say about bravery? Do you agree with this assessment? Why or why not?
 - The narrator says that girls do not have the “slightest hint” of the jungle that boys grow in. Is this true? Explain your reasoning.

- Discuss the students' answers as a class.

***Assessment Opportunity**

ESSENTIAL QUESTION: Are archetypes clear in nonfiction writing?

TASK: identifying archetype in memoirs

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.

ELACC9-10RI5. 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).

ELACC9-10RI6. 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

ELACC9-10W10. 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.

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Have students take out their copies of "Grover Dill and the Tasmanian Devil" along with their notes from the previous lesson.
- Ask the students to refer to their notes for all of the classic archetypes they have studied. Have them go back through the memoir and identify at least three different archetypes and find evidence from the text to support their ideas.
- Have students share their opinions with the class, and create a chart in their notes that depicts the examples and traits of each of their chosen characters.
- Students should then write a paragraph or two explaining which character is most like the classic archetype, and explaining how the others do not fit as closely with the defined characteristics of their assigned archetypes.
- Allow them to accompany their work with an illustration or collage to support their points.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors' personal relationships influence characters?

TASK: connecting reality with fiction

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.

ELACC9-10RL5. 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.)

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

a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Provide students with background information on D.H. Lawrence. Biography.com is an excellent resource for this.
- Ask student to answer the following questions in their notes or journals:
 - What is your relationship with your parents like?
 - Do they care for you, or do you care for them?
 - Does everyone help out to meet the family’s needs?
- Allow students to share their responses. Explain that in most cases, the home is a place of love – regardless of who is running the finances. Even though there may be arguments, family units still love one another.
- Ask students to respond to the following questions in their notes or journals:
 - What happens when a child does not feel love at home?
 - Do they try harder to do their part, or will they try less because it feels as though no one cares?
- Read “The Rocking Horse Winner” aloud together. Tell students to pay close attention to the familial relationships in the story.
- After reading, ask students the following questions
 - Does the boy in the story actually see the future?
 - How does the boy’s relationship with his mother define who he is?
 - What parts of this story might be related to D.H. Lawrence’s own life?
- Regroup and discuss aloud.

ESSENTIAL QUESTION: How do authors’ personal relationships influence characters?

TASK: connecting reality with fiction

Standards:

ELACC9-10RL1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RL2. Determine a theme or central idea of a 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.

- ELACC9-10W4. 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.)
- ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Ask students to take out their copies of “The Rocking Horse Winner”. Have them reread the story, annotating for the author’s use of literary devices including tone, mood, foreshadowing, symbolism, characterization, and theme.
- Put students into pairs and have them respond to the following prompts:
- Provide two examples of foreshadowing in this story. Why does the author use this particular device?
 - Find where you read:
 - “Because we’re the poor members of the family.”*
 - “But why are we, mother?”*
 - “Well, I suppose it’s because your father has no luck.”*What is the mother really saying?
 - Describe the mood and tone of the story. Provide examples from the story to support each.
 - What archetypes are demonstrated in this story? Was this intentional? Why or why not?
- Have students share their responses with the class.
- Discuss how D.H. Lawrence uses his own personal experiences and several literary techniques to portray several classic archetypes within his story.

ESSENTIAL QUESTION: How are archetypes represented in fiction and nonfiction?

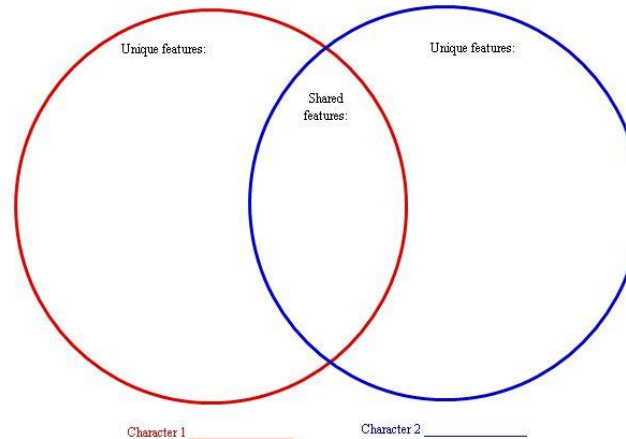
TASK: comparing archetypes within fiction and nonfiction works

Standards:

- ELACC9-10RL1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- ELACC9-10RI1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACC9-10RI6. 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.
- ELACC9-10W4. 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.)
- ELACC9-10W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.
- ELACC9-10SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
- ELACC9-10L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use parallel structure.*
 - 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.
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.

Instruction:

- With the whole class, review the stories read so far throughout the unit.
- Split students into pairs, and explain that they will be comparing different stories for their purpose and use of archetypes.
- Ask each pair to select one piece of fiction and one piece of nonfiction that has been read in class and create a comparison of one archetype found in each story. They should choose a hero from both, a villain from both, an underdog, etc.
- Have them create a Venn diagram to organize their ideas.



- Tell students that they must find the classic traits of their chosen subjects in both pieces, demonstrating a correlation between the two.
- They should also identify the elements that differ between the characters in order to provide contrast to demonstrate that not all elements of an archetype are the same.
- Have the groups share their ideas with the class prior to beginning the assessment for this section.

***Assessment Opportunity**

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

ARGUMENTATIVE/OPINION: In *Moneyball*, Billy Beane is forced to examine new options to populate his baseball team when the Oakland A's are sold and the new management drastically cuts his budget. Jackie Robinson changed baseball in the United States and became a leader and role model for many young African Americans when he started playing major league baseball. Using textual support, explain how each of these men relied on their own strength and understanding to inspire people and change the course of the great American pastime.

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 do good readers improve their vocabulary?

TASK: creating vocabulary comics

Standards:

ELACC9-10RI4. 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).

ELACC9-10W6. 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.

ELACC9-10SL5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC9-10L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

****Because of the vocabulary within “The Sabermetric Manifesto” by David J. Grabiner, this should be read within whole group instruction, with several vocabulary building activities.**

- While previewing the article, look for vocabulary words that will be new and/or challenging for students. **Select terms that are central to the work and that are so important that if the students do not understand them, they will have difficulty understanding the article.** Choose 2- 3 words from each section of the article and have the students complete the activities outlined below.
- Provide students with a word list and a dictionary. Have them look up each of the words provided and then write down the part of speech, meaning, and synonyms if available.
- Review the words as class and ask students to use the words in a written piece of your choosing (a paragraph, separate sentences, analogies, etc).
- Collect the students' written samples to check for understanding then review the definitions as a class.
- Allow students to choose 3- 5 words from their list to work with and have students and create comic strips for the selected words using <http://www.makebeliefscomix.com/> or other comic software.
- Share students' work and post throughout the room as references for upcoming readings.

ESSENTIAL QUESTION: How do we comprehend a whole text without examining all the parts?

TASK: using a Jigsaw

Standards:

ELACC9-10RI4. 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).

ELACC9-10RI6. 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.

ELACC9-10W9. 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”).

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.

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.
ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

****Because of the vocabulary within “The Sabermetric Manifesto” by David J. Grabiner, this should be read within whole group instruction, with several vocabulary building activities.**

- Pass out copies of “The Sabermetric Manifesto” by David J. Grabiner and lead the students in a jigsaw reading of the material.
- Divide the students into reading groups and assign each group a section of the article.
- Have students annotate their sections as they are reading, writing down any questions that they have regarding their assignment and noting the author’s use of the vocabulary words previously discussed.
- Upon completing the reading, students should summarize their section of the article and be prepared to explain what they have read to the rest of the class.
- Going in order of the sections of the article, have students share their understanding of what they have read and allow the other members of the class to ask questions to ensure their own understanding of the article.
- Students should write down summaries on each section of the article in order to fully understand the concept of Sabermetrics prior to reading Moneyball.

ESSENTIAL QUESTION: How does charting information lead my understanding of a text?

TASK: identifying and organizing new information

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.

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”).

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- The use of a KWL chart here allows students to organize new information after reading the preface and set their own purpose for understanding the first chapter of the book.
- Pass out copies of Moneyball and read the aloud with students. Be sure to review vocabulary words with the class as you read, modeling the use of dictionaries to define words while reading.
- Split the class into two groups and have each group work on a KWL Chart. One group will work on information about Billy Beane while the other will discuss the Oakland A’s. Have them include information regarding history, behaviors, and outward appearance.
- Allow each group to share their KWL with the class and then have the opposing side add information/questions to it.

BILLY BEANE		
Know	Want to Know	Learned

Oakland As		
Know	Want to Know	Learned

- Continue on to read chapter 1 aloud with students. Give them time to go back to their charts and fill in the information that they learned about Billy Beane and the Oakland A's from the chapter.

ESSENTIAL QUESTION: How do authors use dialogue to enhance their writing?

TASK: creating skills

Standards:

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.

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 on page 54.)

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.

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

a. Use parallel structure.*

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.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

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.

Instruction:

- After reading chapter 2, have the students write a skit depicting their favorite parts of the chapter.
- Review with the class how to use dialogue. Ask students for examples of funny or significant things they read in the text. Be sure that they can explain why the lines are significant and what they mean (especially if they are phrases or expressions that are not so popular today).
- Group students according to the sections of the text they most would like to translate into a skit, and then students sit in groups with three to four students per group. Be sure that each group has at least three to five lines of dialogue in their work that they consider most important to the meaning of the story.
- Allow students to brainstorm ideas for their skits for a few minutes and then ask them to create a list of characters and their descriptions. Tell them that their “casting” may not match the description in the book, as often we see characters the way that we want to see them as we read.
- Students should also create a setting and a mood for the action of their story.
- Allow them ample time to write the dialogue for their work and circulate throughout the room as they are writing to answer questions and keep groups on task.
- Time permitting, allow students to perform their skits in front of the class or to cast their roles and have other perform it for them.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does a character’s description affect the understanding of a story?

TASK: character analysis

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.

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.

ELACC9-10RI5. 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).

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.)

ELACC9-10W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.

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

ELACC9-10SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- After reading chapter three, have students complete a character analysis of Billy Beane.
- They should examine the following as they explore his character:
 - Does Beane make just or unjust choices? Do his choices affect others? How?

- Is Beane wise in his actions and decisions?
- What is his motivation in life?
- Determine several concrete adjectives that define Beane as a character. How do those words apply to him?
- Often the things that Beane does not do are just as important as those that he does. Is this important? Why?
- What does the author think of Beane? Does his opinion affect his telling of the story? How?
- Allow students to share their character assessments with the class.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do outside articles enhance our understanding of a book?

TASK: using a news article to understand literature

Standards:

ELACC9-10RI5. 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).

ELACC9-10RI6. 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.

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

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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").

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.

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:

- After completing the reading of chapter 4, give students a copy of "James' Revolution Ongoing, Evolving" by Reid Forgrave. Read aloud as a class and ask students to annotate the work for connections between it and the chapter they have complete reading.
- Ask students what their immediate impressions are of Bill James, between the chapter and the article. Why do they feel this way?
- Write the following quote from the book on the board: "It is a wonderful thing to know that you are right and the world is wrong."
- In their journals or notebooks, have students respond to this quote. What does it mean? Does it apply to them? How does it make them feel? Why?
- Share responses with the class.
- Ask students how they think this quote might apply to the novel as a whole. Is Bill James right while the rest of the world is wrong?

***Assessment Opportunity**

ESSENTIAL QUESTION: How does research influence nonfiction writing?

TASK: using research to understand nonfiction

Standards:

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

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.

ELACC9-10W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.

ELACC9-10W9. 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").

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

ELACC9-10SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- After students have finished reading the book Moneyball, ask them to apply their understanding of sabermetrics to the story they just completed.
- Students should determine whether or not they believe sabermetrics played a role in the outcome of the 2002 baseball season.
- Working in groups, have them look at each chapter and identify examples that support or refute the success of this mathematical formula in the selection of the Oakland A's 2002 baseball team.
- They will then select one player from the team that they have read about and explain how the use of sabermetrics in selecting a team has affected him. Students should outline his participation in the 2002 season and what has happened to the player since then.
- Students will write down their examples from the text and share with the class, allowing other students to refute their understanding of the book.

Assessment Opportunity*ESSENTIAL QUESTION: What does it mean to be an underdog?****TASK: reviewing real examples of underdogs**

Standards:

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.

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

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.

ELACC9-10W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.

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.

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.

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

**** This lesson should take place in the library or media center**

- Present students with the slide show and synopsis "Greatest Underdog Stories in Sports" and read with them the details of each of the shorts that appear.
- Ask students what each of these stories has, besides the fact that they are underdogs. Students should reflect on the ages, backgrounds, and educations of the players. Lead them to these conclusions by suggesting them for the first few slides if they are struggling to identify traits within them.
- Ask students to choose one of the figures from the slideshow and research his/her career and rise to athletic fame. They should look for the following pieces of information on each figure:
 - Name, D.O.B., Hometown
 - Where did this person grow up? Provide details that allow for a picture of his/her childhood.
 - Where/When did this person go to college? What did he/she study?
 - Describe the moment when this person became "great".
 - What makes this person an underdog?
 - Where is he/she now?
- Allow students to share their findings with the class, and then explain that they will be reading an underdog's tale together.
- Pass out copies of "A Tribute to Jackie Robinson: A Man for All Times". As students read, ask them to make notes on their paper, seeking out the details that they discussed about the previous sports heroes.
- As an exit ticket, have students respond to the following prompt(s):
 - Describe a time when you felt like an underdog. What was it that made you feel that way? What was the outcome?
 - What makes someone an underdog? How does one overcome that title?

***Assessment Opportunity**

ESSENTIAL QUESTION: How do speakers present a theme within a personal speech?

TASK: reading a personal speech

Standards:

ELACC9-10RI8. 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.

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

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

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.

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Ask students to name some of the “bests” in their occupation (i.e.: the best musician, the best football player, the best actress, the best skater, etc.).
- Explain that Jackie Robinson was considered to be one of the best African American baseball players of all time. Review the background information on Robinson's life. Close with information on his induction into the Baseball Hall of Fame. This can be found on Biography.com.
- Give students a copy of Robinson's Hall of Fame Induction Speech.
- Split them into groups of three or four and ask them to read the speech together and determine what the central theme of the work is and how Robinson presents it to his audience.
- Students should also identify three major points that Robinson makes and evaluate them for accuracy.
 - Is what he is stating true? Why or why not?
 - Is he trying to persuade the audience of something? What might that be?
 - Is he successful? Why or why not?
- Students will share their findings with the class, adding to the annotations that they made on their individual speeches.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does change affect a story?

TASK: using informational texts to support your opinions

Standards:

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

ELACC9-10RI8. 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.

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.

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

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

e. Provide a concluding statement or section that follows from and supports the argument presented.

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”).

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.

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

a. Use parallel structure.*

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.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Instruction:

- Prior to class, write “‘Your life does not get better by chance, it gets better by change.’ –Jim Rohn” on the front board.
- As students come into class, ask them to write a brief reflection on the statement, explaining whether or not they agree with it and why. Have them use a personal example to illustrate their point.
- Allow students to share their writing with the class.
- Then, ask students if they believe that the quote applies to Billy Beane and Jackie Robinson. Discuss why they feel this way.
- Have students brainstorm a list of qualities and traits that are found in people who change society, the way things are done, or other people’s views on a subject.
- Using their list and the texts, students will identify supporting evidence from Moneyball and the story of Jackie Robinson. They should find a supporting point in each story for each of the traits they identified.
- Allow students to use these “brainstorm lists” to begin drafting their assessment.

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

INFORMATIVE/EXPLANATORY: Heroes, villains, and underdogs continue as a presence in the world. Using the texts read throughout this unit, create a multimedia presentation that identifies three classic archetypes and details these characters' personal journeys through their. Explain how each character can be seen as the archetype of your choosing, citing specific textual examples to support your thesis and demonstrating what traits they share with the classic interpretation. Be sure to also explain how the aspects of each person that are not true (traditional) to his or her archetype do not detract from their identification one of these archetypes (i.e.: although Pinocchio tells lies, he is still an innocent because he is unaware of the importance of the truth).

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 readers experience what characters do?

TASK: examining heroism in a short story

Standards:

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.

ELACC9-10RL9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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.

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.

ELACC9-10L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or

determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Instruction:

- Provide students with copies of “A Mystery of Heroism” by Stephen Crane and read aloud as a class. Stop to clarify vocabulary words, and ask students to maintain a list of the ones that they have trouble recognizing or using context to figure out.
 - After the reading, ask students to respond to the following questions:
 - What does Fred decide to go for water, despite the danger?
 - How is the wounded lieutenant introduced? Why does Crane do it at this point in the story?
 - Describe Stephen Crane’s use of imagery.
 - What kinds of forces are acting on Fred?
 - Is his behavior heroic?
 - What is ironic about the ending of this story?
 - After discussing the story, have students move their desks to the sides of the classroom. Put a long piece of masking tape down the center, running the length of the room.
 - Briefly review the scene in which Fred is crossing the battlefield. What are his motives? Why does he risk his life for water? Is he heroic?
 - Explain that each student will be given a chance to experience what Fred goes through, but in a scaled down scenario. Provide each student with several sheets of paper from the recycling bin and select one to start at the far end of the tape line.
 - Give the student on the line a full glass of water, and instruct him or her to walk to the other side of the room while being “shot” with paper balls from the other students. The objective is to get the water safely to the other side, as Fred was to do.
- **NOTE: It is IMPERATIVE that teachers provide students with instruction on the appropriate way to fire their paper at the students on the line.**
- Allow each student the opportunity to be Fred and try to get to the other side.
 - Have students journal about their feelings on the experiment and how Fred probably felt while he was in the field.

ESSENTIAL QUESTION: How do authors use poetry to enrich the meaning of their stories?

TASK: comparing a short story and a poem by the same author

Standards:

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.

ELACC9-10RL7. 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 des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

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.)

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.

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

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Review with students the types of irony found in literature: situational, verbal, and dramatic
- Provide students with copies of “War is Kind” by Stephen Crane. Have them read it silently to themselves, examining the work for the author’s use of poetic devices such as imagery, irony, tone, and mood. Ask students to look for the theme of the work and try to identify how Crane feels about war.
- Review the poem together and discuss these elements. Have students make inferences as to why an author would use these devices to illustrate his or her message. Are they powerful? Is his point clear?
- Have students use the two texts to complete the chart below:

Type of Irony	What is Said or Happens	What is Expected	What Really Happens
Verbal Irony: a contrast between what is said and what is meant—for example, calling a fat man “Slim.”			
Situational Irony: a contrast between what you expect to happen and what actually happens—for example, when the a joker sits on his own whoopee cushion			

- Discuss students’ examples and allow them to add to their own charts.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does a character’s dialect affect a reader’s perspective?

TASK: understanding dialects

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).

ELACC9-10RI4. 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).

ELACC9-10W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.

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

a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

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”).

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.

ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at

the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

****Prior to this lesson, teachers must select several different samples of dialogue demonstrating various dialects.**

- Provide students with direct instruction on dialect. Define the word for them and then provide 2- 3 examples.
- After you have discussed the meaning, play 3- 5 pieces of dialogue that portray different dialects. List them on the board, or play these recordings one at a time for your class.
- At the end of each one, ask students to respond to the following questions:
 - What can you tell about the reader by the way he or she speaks?
 - Where might the reader be from?
 - Is the reader educated or uneducated? How do you know?
 - How old is the reader?
 - What is the reader's race? Religion? Socio-economic class? How can you tell?
- Ask students to share their responses and explain why they made the assumptions that they did. Pose the following questions to them:
 - How do dialects develop? Why do they vary?
 - What can you tell about a person by the way he or she speaks?
 - How are readers influenced by characters' dialects? Why might an author choose a specific dialect for a character?
 - What are the benefits of having characters speak in a dialect? What are the drawbacks?
- Ask students to look through the stories that you have read within this unit. Find examples of different dialects and analyze them for the author's purpose.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does the structure of a story impact readers' understanding?

TASK: understanding frame narratives

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).

ELACC9-10RL9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

ELACC9-10W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

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

a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how

Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

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.

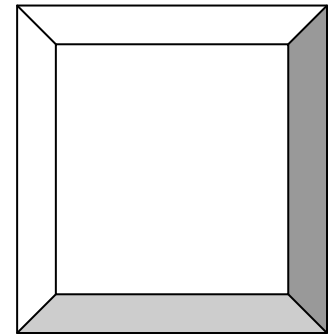
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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.

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Draw a large frame on the board at the front of the room and explain to students the structure of a frame narrative.
- Provide students with copies of “The Celebrated Jumping Frog of Calaveras County” by Mark Twain.
- As the story opens, paraphrase Twain’s accounts of meeting with Simon Wheeler around the top and right portions of the frame.
- Read the story aloud together, stopping to clarify the points and dialect that students struggle with. Have students provide details of the story to put inside the frame as you are reading.
- Complete the story by leaving Twain’s final accounts of Simon Wheeler in the remaining sections.



ESSENTIAL QUESTION: How do writers use humor to demonstrate archetypes in literature?

TASK: analyzing a short story

Standards:

ELACC9-10RL1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RL2. Determine a theme or central idea of a 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.

ELACC9-10W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

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.

ELACC9-10L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or ex

Instruction:

- Review the points of “The Celebrated Jumping Frog of Calaveras County” written in the students' frames.
- Have students work in pairs to answer the following questions regarding the story:
 - What kind dialects are found within the story? How does it affect the telling of the story? Provide specific examples to support yourself.
 - Describe several of the comic elements of the story of Jim Smiley. Provide details to support yourself.
 - Other than the story of Jim Smiley, what is the other major source of humor in the story? How does it affect the telling of the tale?
 - How does the first narrator respond to the story of Jim Smiley?
 - What are the differences in character and cultural background between the first narrator and Simon Wheeler? Between Wheeler and Smiley?
 - What archetypes could each of these characters be labeled as? How do these archetypes enhance the telling of the story? Provide details to support yourself.
 - What do you think is the theme of the story? What evidence do you have to support this?
- Have students share their responses, or collect them for an assessment grade.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do

TASK: analyzing short stories

Standards:

ELACC9-10RL10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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

ELACC9-10W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC9-10SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

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

a. Use parallel structure.*

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.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

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.

Instruction:

****This lesson should take place in the library or media center so that all students have access to internet, books, and journals.**

- Explain to students that they will be creating a Short Story Fair. Each student will be responsible for selecting two short stories and completing an analysis of each story.
- Students should examine the characters, the setting, the plot, conflicts, authors' use of literary elements, and application of archetypes within the story. Both stories should feature the same archetype, however students should choose stories where they are presented differently.
- Questions to aid students in their analysis can be found at <http://www.unl.edu/sbehrend/html/sbsite/StudyQuestions/ShortStoryQuestions.htm>.
- After they have completed their research, students will produce a visual aid of the teacher's choice to depict the information that they have found. Allow students to use PowerPoint, create posters, models, or any other visual aid that the teacher sees fit.
- Have the students display their analyses alongside their visual aids around the classroom. Give each the opportunity to present their work before the class.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do readers connect with editorials?

TASK: determining worthwhile risks

Standards:

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.

ELACC9-10RI8. 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.

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.

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 on page 54.)

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.

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

a. Use parallel structure.*

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.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Instruction:

- As students come into class, have them begin reading “What Would You Risk Your Life For?” by Holly Epstein Ojalvo. Ask students what their opinions of the article are. Did they agree with the perspectives given in the work? Why or why not?
- Next, ask students to think about what they would be willing to risk their lives for and write down some of the things they feel they would take that risk for. Allow them to share their ideas with the class.
- Have each member of the class write a piece about a personal sacrifice that was made in their family or in the family of someone they know.
 - What was sacrificed?
 - Who benefited from the sacrifice? Was the sacrifice necessary, or could the situation have been resolved differently?
 - What lesson was learned from this experience?
- Have the students review the work of a partner, checking for grammatical and spelling errors, as well as determining where further details should be included.
- For homework, have students compete a final copy of their work.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do different cultures depict archetypes?

TASK: determining archetypes in multicultural literature

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.
- 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.
- ELACC9-10L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Explain to students that they are going to read a story of risking a life. Pass each student a copy of “The Rain Came” by Grace Ogot.
- Read the story aloud as a class, and have students annotate the story for examples of characterization and symbolism.
- Allow students to share their thoughts on the way that characters are depicted and what pieces of the story are symbolic. Have them explain how the details they are sharing are significant.
- After the class discussion, each student should complete the following chart in their notes, using specific textual examples to support themselves. They should paraphrase the information and include page numbers.

	<i>Oganda</i>	<i>Labong’O</i>	<i>Osinda</i>
<i>Characterization:</i>	<i>Oganda is the only daughter of the chief and his only daughter. (Par 5, line 7)</i>		
<i>Related Symbolism:</i>		<i>The lake can represent the selfishness of Labong’O because...</i>	
<i>Archetype:</i>			<i>Osinda is a true hero. He is willing to do anything to save his love.</i>

***Assessment Opportunity**

ESSENTIAL QUESTION: How are archetypes featured throughout world literature?

TASK: culminating assessment

Standards:

ELACC9-10RL10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

ELACC9-10RI10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

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).

ELACC9-10W6. 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.

ELACC9-10W8. 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.

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.

ELACC9-10SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

a. Use parallel structure.*

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.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

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.

Instruction:

- Place several large pieces of paper or poster board on the wall, each one labeled with one of the archetypes discussed in class. Ask students to look

back at the literature and (non)fictional characters they have studied. Which figures can be categorized as which archetypes?

- Write the names that students provide on each of the respective lists. Draw a line under each list and then ask students how they know that each character belongs on its given list (i.e.: Billy Beane is a hero because he saved the Oakland A's; The stranger in Jumping Frog is a trickster because he fools Leonidas Smiley).
- Pose the following questions to students:
 - What are some of the characteristics that the characters on each list have in common?
 - What elements of their characters impact the outcome of the story?
 - Why do authors use different archetypes to demonstrate their ideas and/or beliefs?
- Have students discuss these questions in pairs, and after several minutes, bring the group back to review their answers as a whole class.
- Explain to students that their culminating project will be a multimedia presentation in which they present to the class varied depictions of the same archetype in literature.
- They will work independently to determine which characters covered in class belong to which category, how they fit there, and then they will discuss how the portions of each character that is not traditionally represented within the does not detract from the student's interpretation.
- Students will be evaluated on depth of analysis, participation, presentation, and listening. They are required to respond to one another's presentations and evaluate others' ideas to ensure active listening.

*Final Assessment