



**GRADE 11 AMERICAN 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: Modern Times, Modern Issues

Extended Text: Freakonomics, Steven D. Levitt & Stephen J. Dubner

SHORT TEXTS LITERARY:

“The Love Song of J. Alfred Prufrock” by T.S. Eliot

<http://www.bartleby.com/198/1.html>

“Brother, Can You Spare a Dime?” written in 1931 by lyricist E. Y. "Yip" Harburg

<http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html>

“A Worn Path” by Eudora Welty

http://xroads.virginia.edu/~drbr/ew_path.html

“Two Soldiers” by William Faulkner

<http://littersave2.files.wordpress.com/2009/12/william-faulkner-two-soldiers.pdf>

“The Life You Save May Be Your Own” by Flannery O’Connor

<http://faculty.smu.edu/nschwartz/2312/lifeyousave.htm>

“My Papa’s Waltz” by Theodore Roethke

<http://www.poemhunter.com/poem/my-papa-s-waltz/>

“The Beginnings of Violence” by Joanne Leedom-Ackerman

<http://joanneleedom-ackerman.com/wp-content/uploads/2012/02/anthology-beginningofviolence.pdf>

“The Lottery” by Shirley Jackson

<http://www.americanliterature.com/Jackson/SS/TheLottery.html>

“Miriam” by Truman Capote

<http://members.multimania.co.uk/shortstories/capotemiriam.html>

Chapter 1 from The Things They Carried by Tim O’Brien

www.teacherweb.com/.../OBrien-Tim---The-Things-They-Carried-Text.doc

"Knoxville, Tennessee", "Nikki-Rosa", "The Drum" by Nikki Giovanni

<http://www.poemhunter.com/poem/knoxville-tennessee/>

<http://www.pbs.org/newshour/art/blog/2010/11/weekly-poem-nikki-rosa.html>

http://www.eggplant.org/pdf/poetry/drum_giovanni.pdf

"We Didn't Start the Fire" by Billy Joel

<http://www.metrolyrics.com/we-didnt-start-the-fire-lyrics-billy-joel.html>

SHORT TEXTS INFORMATIONAL:

"A Depression-Era Anthem for Our Times", NPR

<http://www.npr.org/2008/11/15/96654742/a-depression-era-anthem-for-our-times>

Nobel Prize Acceptance Speech by William Faulkner

<http://www.rigeib.com/thoughts/faulkner/faulkner.html>

Inaugural Address of John F. Kennedy

<http://voicesofdemocracy.umd.edu/kennedy-inaugural-address-speech-text/>

"Letter from a Birmingham Jail" by Martin Luther King, Jr.

http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Mailgrams written and distributed by the U.S. Government

http://www.catholicpeacefellowship.org/downloads/mailgram_front.pdf

http://www.catholicpeacefellowship.org/downloads/mailgram_back.pdf

Freakonomics Instructor's Manual

http://files.harpercollins.com/OMM/freakonomics_teaching_materials.html

"Where *Freakonomics* Errs" by Steven Malanga

http://www.city-journal.org/html/eon_07_11_05sm.html

"Freakonomics': Everything He Always Wanted to Know" by Jim Holt

<http://www.nytimes.com/2005/05/15/books/review/15HOLTL.html?pagewanted=all>

VISUAL AND OTHER TEXTS:

"The Love Song of J. Alfred Prufrock" by T.S. Eliot, performed by Sir Anthony Hopkins

<http://www.poetryoutloud.org/poems-and-performance/listen-to-poetry>

"Depression Photo Essay" from University of Illinois

<http://www.english.illinois.edu/maps/depression/photoessay.htm>

“Brother, Can You Spare a Dime?” written in 1931 by lyricist E. Y. “Yip” Harburg, performed by Bing Crosby
<http://www.bing.com/music/songs/search?q=Brother%2c+Can+You+Spare+a+Dime&songID=A94D0800-0100-11DB-89CA-0019B92A3933&qvpt=Brother%2c+Can+You+Spare+a+Dime&FORM=DTPMUA>

Interview with Eudora Welty
http://www.teachertube.com/viewVideo.php?title=Interview_with_Eudora_Welty&video_id=186852

Video of Inaugural Address of John F. Kennedy
<http://voicesofdemocracy.umd.edu/deliberative-topics/u-s-internationalism-2/john-f-kennedy-inaugural-address-20-january-1961/>

“Life of John F. Kennedy” sponsored by the John F. Kennedy Presidential Library & Museum
<http://www.jfklibrary.org/JFK/Life-of-John-F-Kennedy.aspx>

“Campaign of 1960” sponsored by the John F. Kennedy Presidential Library & Museum
<http://www.jfklibrary.org/JFK/JFK-in-History/Campaign-of-1960?p=2>

The Matrix, 1999 film clip (Rated PG-13). Directors: Andy Wachowski, Lana Wachowski

“We Didn’t Start the Fire” written and performed by Billy Joel
www.youtube.com/watch?v=3DPIMU_HKsCjw&ctbm=vid&ei=fD5rT72aMKuDsgKP0-HpBQ&usq=AFQjCNEUvefOVoaPSowDGP3LfGRwTBhVgg&cad=rja

Freakonomics, 2010 film (Rated PG-13). Directors: Heidi Ewing, Alex Gibney, Seth Gordon, Rachel Grady, Eugene Jarecki, Morgan Spurlock

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: In his 1950 Nobel Prize acceptance speech, William Faulkner expressed his concern that writers are veering away from discussing what he considers to be the most significant aspects of humanity: love, honor, pity, pride, compassion, and sacrifice. Students should determine whether or not they agree with Faulkner’s statement. Then using specific references to a text of their choosing, students will defend their position on Faulkner’s claims.

2. ARGUMENTATIVE: In his inaugural address, John F. Kennedy asserts that America is a champion of freedom. Contrarily, in his letter from Birmingham City Jail, Martin Luther King Jr. states that freedom is the legacy left for all Americans, yet it is not experienced as such. Students will evaluate the statements of both leaders and determine the methods of persuasion used by each man, as well as his motivation. Students will then defend their position on which work is more compelling to its cause. Students should evaluate the authors’ use of literary devices, including antitheses, parallelism, and tone.

3. ARGUMENTATIVE: Students will synthesize and evaluate materials from throughout the Postmodern period to address a central theme of their choice (i.e. the importance of knowledge; changes in contemporary American culture & values; social stratification in American society, etc.). They will choose 3-5 works to demonstrate a connection that speaks to how Postmodern authors address their subject (i.e. Are they persuasive, analytical, informative, etc. Why is their work presented in this fashion? Are they effective in their purpose?). Students may complete this task as a writing assignment, a presentation, or any

other method the teacher deems appropriate.

4. ARGUMENTATIVE: Critics of Steven D. Levitt & Stephen J. Dubner's Freakonomics argue that the book is not actually about economics at all, but rather the writers' own socio- and criminological reports. Others argue that the authors are making economic principles more accessible and interesting to a broader population. Students will determine which perspective they agree with and then, using literary criticisms for support, persuade their audiences of the accuracy of their claims. Students should work with advanced software, including options such as Prezi.com or Timetoast.com to prepare a presentation. The final product must contain visuals and pertinent sound, and will be presented before the class. The final piece of the work must be an MLA formatted bibliography of the criticisms and sources used to complete the project.

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. After reading "Brother, Can You Spare a Dime", students will examine a time in their lives when they felt unappreciated. They will elaborate on this in a personal narrative. Students should discuss what it feels like to be devalued, how they responded to the situation, and how it has affected them. They should also comment on the experiences of the speaker, drawing parallels between his emotions and their own in order to demonstrate a connection to the text.
2. Students will research an assigned topic and create a script to perform in front of the class that provides the other students with information. They will act as a typical 1950s family at the dinner table, holding a conversation on what they have researched. All members of the group must participate in the writing and the conversation. They must research their topic from different angles in order to appear as a real familial discussion. Remind students that they do not always agree with their parents, and teenagers of the 1950s were no different.
3. Have students write a letter to the editor of a major newspaper regarding a legal issue about which they feel strongly. They should make logical, emotional, and ethical appeals to the reader and support each of their claims with at least two examples or reasons. Students should use proper letter-writing format, grammar, spelling, etc.
4. Students should pretend that they have been elected Student Body President at school. They will give their inaugural speeches before the class, persuading students to get involved in the school and provide their support. Students will complete these steps to write their own persuasive speeches.
 - Write your introductory statement. This is the first sentence in your opening paragraph. It should state the main idea of your speech, and grab the listener's attention. (*Example: Over the next two years, students here can expect some exciting changes at our school!*)
 - Mention each of the points you will be discussing in your speech. These points should be the ideas discussed in the opening portion of the class.
 - Write the body of your speech. This is where you explain how you'll put your ideas into action. Set aside one paragraph for each of your three ideas
 - Write the conclusion. End your speech by reviewing your ideas. Let them know that you will do your best to achieve great things with their help. Leave your audience with an inspirational last sentence.

RESEARCH CONNECTION(S)

- The Great Depression
- The Dust Bowl
- World Wars I & II
- John F. Kennedy
- Dr. Martin Luther King, Jr.
- The Vietnam War
- Civil Rights Movement
- Principles of economics
- Dot-com bubble and bust

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: In his 1950 Nobel Prize acceptance speech, William Faulkner expressed his concern that writers are veering away from discussing what he considers to be the most significant aspects of humanity: love, honor, pity, pride, compassion, and sacrifice. Students should determine whether or not they agree with Faulkner's statement. Then using specific references to a text of their choosing, students will defend their position on Faulkner's claims.

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

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

ESSENTIAL QUESTION: How does understanding historical context deepen a reader's comprehension of a text?

TASK: pre-reading

Standards:

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.10. 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

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Instruction:

- Have students begin a new notebook section for Unit 4. Establish a heading, including date and title. This section of notes will be general information on The Modern Period (<http://staff.edmonds.wednet.edu/users/hansonk/LITERARY%20PERIODS%20AND%20THEIR%20CHARACTERISTICS.htm>).
- Begin with a bell ringer. Have students write out three significant changes that occurred in America between 1917 and 1964.
- Ask students to define the term "modern". What topics do they think of when they hear the term? Answers may include technology, machinery, medicine, law, etc.
- Choose five of the topics that students associate with the term and then split them into groups. Have each group explore each of their assigned topics

using preselected resources.

- Students will report back to the class on three key events that occurred within the time period and selected topic.
- Ask them to journal about what they think life would be like without the changes that they researched.
- Discuss how these changes affect society today.
- Provide students with background information on The Great Depression through a multi-media presentation to model use of technology.

ESSENTIAL QUESTION: How does poetry reflect our culture?

TASK: understanding modernist poetry

Standards:

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 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 probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

L.11-12.6. 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 brainstorm all that they know about poetry. Give them a blank sheet of paper, and tell them to write down all that they can think of (i.e.: poetic devices, vocabulary, authors, types of poetry, periods, etc.)
- Explain that many of the ideas that they have listed arise in modern poetry. Provide several books of modern poetry and ask students to partner up and look through them. Students should select one poem that they like to share with the class.
- After students have shared their favorites with the class, provide students with direct instruction on Modernism. Have students take notes on where the movement rose from, how and when it started, and what it entails in terms of literature and style.
(<http://staff.edmonds.wednet.edu/users/hansonk/LITERARY%20PERIODS%20AND%20THEIR%20CHARACTERISTICS.htm>)

ESSENTIAL QUESTION: How does figurative language create meaning in poetry?

TASK: analyzing and evaluating modernist poetry

Standards:

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades

11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Instruction:

Ask students to recall previous “love” poems that they have read in class or on their own. List the titles on the board. Have students brainstorm on the topic of what makes a poem a “love” poem. Write down their ideas next to the list of titles they came up with.

EXAMPLE:

<u>Love Poems</u>	<u>Elements of “Love” Poetry</u>
<p><i>“How Do I Love Thee”</i> <i>“To My Dear and Loving Husband”</i> <i>“Annabel Lee”</i> <i>“Celestial Love”</i></p>	<p><i>Mentions love</i> <i>Talks about beauty</i> <i>About women</i> <i>Uses “heart” a lot</i></p>

Pass out copies of “The Love Song of J. Alfred Prufrock” and explain to students that it is a modern poem. Listen to the reading done by Sir Anthony Hopkins. Ask the students to focus on the tone that he uses as he reads. Discuss the performance and then read aloud together, stopping after each stanza to check for comprehension. Have students annotate each stanza as you read. Split into groups and assign each group a stanza of the poem to work with. Ask them to annotate their stanza and identify at least two poetic devices used in their section. Remind them that poets often use mood and tone to influence and shape a reader’s perception. After students have identified the devices, ask them to analyze and evaluate the author’s purpose in using it.

- What might he have been trying to convey to readers?
- Why did he choose to use this particular device over another method?
- Was it effective in his intentions?
- Could this be considered a “love” poem? Why or why not?
- Bring students back together to discuss their analysis and evaluations.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does understanding historical context deepen a reader's comprehension of a text?

TASK: contextual background

Standards:

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.3. 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.

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Print out the pictures from the photo essay from the University of Illinois (<http://www.english.illinois.edu/maps/depression/photoessay.htm>)
- Provide students with contextual background on the Great Depression. Inform them of events that lead to it, what occurred during, how people survived, and what the impact was on the American family.
- View the photo essay with students.
- Explain each picture to the students and offer them the opportunity to ask questions. Use a reference book to model use in looking up the answers to questions they may have.
- Give each student one of the pictures that were previously printed out and have them write a poem, paragraph, or stanza reflecting the work. Students should be sure to focus on the mood of the photo and incorporate it into their writing.
- Allow students who wish to do so time to share their work with the class.

ESSENTIAL QUESTION: How are music and poetry connected?

TASK: creating personal connections to texts

Standards:

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.
- c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- As students walk into the room, hand them a copy of the lyrics to “Brother, Can You Spare a Dime?”
- Tell students to focus on the lyrics to the song, and then play it for them. Ask them what they think the song is about.
- Focus discussion on the end of the song. It does not end on a happier note, inspiring listeners to believe that life will get better. Instead, the end remains bitter. Ask students why they think Harburg might have done that. Write their ideas on the board.
- Inform them that you are going to play it again, but this time you want them to focus on the music to the song.
- Ask students how they think the tune impacts listeners. What do they notice about the rhythm and key that the music is performed in?
- Pass out copies of “A Depression-Era Anthem for Our Times” and read aloud with the students. Ask them to reflect on the article. What do they think of the composer’s points? Were Harburg and Gorney’s intents met in the song?
- Lead students to the idea that the speaker feels unappreciated and undervalued. Discuss what this must feel like to a man who sacrificed and worked to build his country.
- Have students examine a time in their lives when they felt unappreciated, then elaborate on this in a personal narrative.
- Students should discuss what it feels like to be devalued, how they responded to the situation, and how it has affected them. They should also comment on the experiences of the speaker, drawing parallels between his emotions and their own in order to demonstrate a connection to the text.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do literary devices add meaning to literature?

TASK: close reading of text

Standards:

RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.11-12.10. 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

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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:

- Explain to students that they will be reading a Depression Era short story by Eudora Welty.
- Tell them to write down three questions that they have about the author and/or the story. Share them with the class and then play the interview with the author for the students. Have students record answers as the interview plays and then share with the class.
- Discuss the main points of the interview and then distribute copies of “A Worn Path”. Have the students read independently.

"A Worn Path" by Eudora Welty

Characterization

Setting

Mood

Tone

Symbolism

- Split students into groups or pairs and have them complete the chart in their notes.
- Come together and discuss as a class.

*Assessment Opportunity

ESSENTIAL QUESTION: How does symbolism affect a story's meaning?

TASK: identifying symbolism in literature

Standards:

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.4. 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.)

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Instruction:

- After students have completed their reading of "A Worn Path", have them discuss the key scenes within the narrative.
 - Which scenes are the most significant to the story?
 - What are the most symbolic aspects of the story?
 - How do you know?
- Have students identify these passages in the story and then take turns rereading the excerpt. They should then explain the significance of each selection. Students should mention the author's use of literary devices for effect, and explain the symbolic aspects of their reading.

- Students will then create comic strips of the scenes that they deem most significant. Each comic scene or square should incorporate dialogue and a reference to the symbolism discussed in class. Students should also caption their comics to provide explanation.
- They should use interactive media sites such as GoAnimate.com or StripGenerator.com to complete the assignment.
- Share the comics with the class and have students explain why they chose to depict each scene as they did.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do speakers use persuasion effectively?

TASK: reading a persuasive speech

Standards:

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

Use words, phrases, and clauses as well as varied syntax 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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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, its etymology, or its standard usage.

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).

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

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 William Faulkner was considered to be one of the best modern writers of his time. Provide students with background information on William Faulkner's life and literary works. Close with information on Faulkner's Nobel Prize of 1949.
- Give students a copy of Faulkner's Nobel Prize acceptance 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 Faulkner presents it to his audience.
- Students should also identify three major points that Faulkner makes regarding literature 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.

ESSENTIAL QUESTION: How does understanding historical context deepen a reader’s comprehension of a text?

TASK: providing context; creating resolution in a short story

Standards:

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

W.11-12.10. 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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.
- Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- Give students background information on World War II. Explain both sides of the war, including which countries were allies, how it affected American families, and the social changes that it created.
- Read “Two Soldiers” aloud together. Ask students to annotate the story as they read, paying close attention to theme of the work.
- Lead a whole-group discussion on the story. Ask students their opinions on literary elements significant to the story: narration, tone & mood of the piece, etc. Ask how it might connect to the background information they were given on World War II.
- Allow students to ask unanswered questions about the story and encourage other students to respond to other questions asked by members of the class.
- Refocus students on the story and read the ending again, making notes on the narration. What is significant about it? Why would Faulkner choose to have the little brother tell the story?
- Ask students why they think Faulkner chose to leave the ending without resolution. What purpose does his ambiguity serve? Did it allow a deeper connection with the text, or did it leave readers feeling disengaged?
- Students will then write their own ending to the story, mimicking Faulkner’s use of style and dialect. Those who choose may share it with the class.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors’ observations affect American culture?

TASK: evaluating and comparing authors' themes

Standards:

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including details where the text leaves matters uncertain.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to compare more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Ask students to look back at the points that Faulkner states are disappearing from American writers' works. They should identify the elements of love, honor, pity, pride, compassion, and sacrifice.
- Pose the following questions to students: Are American authors moving away from these fundamental elements of humanity? Do you agree or disagree with Faulkner's claims? Why?
- Students should then work with a partner of their choosing to prove or disprove their perspective. They may argue that Faulkner is correct by citing textual examples that can be perceived as shallow, or the by demonstrating an author's depth in a chosen area.
- Provide students with previously annotated copies of stories and poems read in class, as well as a large sheet of paper or poster on which to write their arguments.
- Students should work with multiple texts and/or elements, citing several examples from each text to support their argument.
- A completed poster might look like this:

<i>Authors' Shallow Depiction of Compassion</i>			
<i>"J. Alfred Prufrock"</i>	<i>"Brother, Can You Spare a Dime?"</i>	<i>"A Worn Path"</i>	<i>"Two Soldiers"</i>

<i>Does not describe why Prufrock is alone</i>	<i>The speaker does not explain how he became poor</i>	<i>Phoenix may be crazy, so her experiences might not be real</i>	<i>The older brother makes the little brother go home alone</i>
<i>No imagery or explanation of his emotions or loneliness</i>	<i>There are few details on the way that the speaker is currently living</i>	<i>The grandson's illness is not covered with any depth</i>	<i>The woman who takes the boy home does not seem affected by his feelings</i>

- Have students share their posters with the class. Discuss the examples, and decide if any of them could work for both sides. This is often the case and then can be related back to the methods of persuasion previously discussed.
- Ask students how they would use the ambiguous examples to support their own positions.
 - What language would they use?
 - Would they paraphrase sections or use direct quotes for support?
 - What effect might each of these techniques have on their own writing?

***Assessment Opportunity**

At the conclusion of these tasks, have students complete the assessment identified at the beginning of this segment. The writing can be completed in class or as homework at the instructor's discretion.

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

ARGUMENTATIVE/OPINION: In his inaugural address, John F. Kennedy asserts that America is a champion of freedom. Contrarily, in his letter from Birmingham City Jail, Martin Luther King Jr. states that freedom is the legacy left for all Americans, yet it is not experienced as such. Students will evaluate the statements of both leaders and determine the methods of persuasion used by each man, as well as his motivation. Students will then defend their position on which work is more compelling to its cause. Students should evaluate the authors' use of literary devices, including antitheses, parallelism, and tone.

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

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

ESSENTIAL QUESTION: How does understanding historical context deepen a reader's comprehension of a text?

TASK: pre-reading activity – information on the 1950s and 1960s in America

Standards:

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

W.11-12.2. 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.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and

examples appropriate to the audience's knowledge of the topic.

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

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.6. 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 what they know about American life in the 1950s. They may suggest things such as inventions, political leaders, segregation in schools, social roles, etc. Write their responses on the board, and explain that they will be discovering more about these topics.
- Break students into groups of three to five and explain that they are now a family. Each group will need a mother, a father, and the remaining students will be their children.
- Tell students that within their families, they will research an assigned topic and create a script to perform in front of the class that provides the other students with information. They will act as a typical 1950s family at the dinner table, holding a conversation on what they have researched. All members of the group must participate in the conversation and the writing (students *should not* be permitted to ask a single question to a “parent” and listen to one person’s response).
- They must research their topic from different angles in order to appear as a real familial discussion. Remind students that they do not always agree with their parents, and teenagers of the 1950s were no different.
- Possible topics include
 - The McCarthy hearings
 - Communism
 - The Red Scare
 - Court battles over civil rights in schools
 - The resolution of WW II
 - The Korean War
 - Economic struggles
- Groups should be given ample time to complete research through printed and internet sources. Some may choose to interview family and friends regarding their experiences and memories from the time period. This aids in giving their presentations a more realistic feel.
- Have students present their conversation before the class. If possible, provide a “set” with a table and cloth, chairs and place setting.
- Teachers may require that students memorize their lines, or they may offer extra credit to students who do so voluntarily.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do current events affect American writers' works?

TASK: connecting short stories to context

Standards:

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11-12.2. 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.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Instruction:

- Review Gothic literature with students. Explain the dark elements that are present, as well as the significance of symbolism.
- Provide students with copies of “The Life You Save May Be Your Own” by Flannery O’Connor. Ask them to read and annotate the story, paying close attention to the way that the author characterizes the people in her story.
- Students will analyze the story for Gothic elements and determine what O’Connor is commenting on with regard to salvation and grace.
- Explain that O’Connor’s stories often comment on the state of the world. Ask students how Mr. Shiftlet’s attitude reflects the attitude of many in the 1950s. How did he feel about the world? Where do you see evidence of the character’s disgust with society? What were some of the problems facing America at the time? Are they reflected in O’Connor’s work?
- Have students then write a Missing Person’s Report on Lucynell Crater or Tom Shiftlet from the perspective of Mrs. Crater. They should complete the following steps:
 - Provide personal information such as name, date, occupation, etc.
 - Explain the relationship you have with the missing person. How long have you known this person? How and where did you meet?
 - Write a complete description of the missing person, including his full name and approximate age. Include a detailed physical description of the person, such as height, weight, hair color and length, eye color, general physique.
 - Describe the physical and mental health of the missing person. Is he or she stable or unstable? Mentally capable or incapacitated?
 - Provide details about when the person was last seen, including time and location. Who was the last person to see this person? Where were they when they were seen?

- Have students share their reports with the class.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does figurative language enhance the meaning of poetry?

TASK: analyzing modern poetry

Standards:

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.10. 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

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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:

- As students enter the room, split them into two groups. Give ½ the class a poem of your choice and the other ½ a copy of “My Papa’s Waltz” by Theodore Roethke. Ask each group to read the poem aloud and then discuss the meaning behind it.
- The group with the first poem should be directed to look at the symbolism and the tone of the piece. Students with “Waltz” should examine the duality of the poem.
- Students will identify examples to support their findings of each literary device. Teachers may provide devices to look for, or students may be required to determine their own before finding examples. If the students must find their own, teachers should provide a specific number of devices to seek out.
- Each group will complete a poster that looks like the model below.

<i>My Papa’s Waltz</i>	
<i>Mood</i>	
<i>Tone</i>	
<i>Imagery</i>	
<i>Symbolism</i>	
<i>Simile/Metaphor</i>	

- Each group will read their poem aloud and then present their poster to the remaining ½ of the class. After both groups present, they should trade posters and poems and seek out further examples and/or devices to support the other group’s findings.
- Bring the class back together and discuss both poems.

ESSENTIAL QUESTION: How does understanding historical context deepen a reader's comprehension of a text?

TASK: pre-reading and creating historical context

Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

W.11-12.10. 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

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.11-12.6. 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:

- Explain to students that after WW II and the Cold War, the nation was seeking strong leadership. Project these websites onto the screen in the room and read through them together ("Life of John F. Kennedy" sponsored by the John F. Kennedy Presidential Library & Museum <http://www.jfklibrary.org/JFK/Life-of-John-F-Kennedy.aspx>; "Campaign of 1960" sponsored by the John F. Kennedy Presidential Library & Museum: <http://www.jfklibrary.org/JFK/JFK-in-History/Campaign-of-1960?p=2>).
- Be sure to stop and examine the pictures as you go. Ask students what they think of them. What do they reflect about JFK's life and political career?
- Explain that after the election, JFK gave an inaugural speech that has become one of the most famous in American history. Ask them to watch closely as he gives his speech. Pay attention to his key points and take notes to keep track of his persuasive techniques.
- Ask students to see if they can find examples of rhetorical devices while listening.
- Discuss the methods and meanings that the students find while watching the video.
 - What is the speaker trying to persuade the public to do?
 - For whom is his message intended? How do you know this?
 - What effect does this have on the audience? What feelings or emotions does the speech trigger?
 - What is the tone of this speech? How do you know this?
 - Did listening to the speech change your initial perspective?

ESSENTIAL QUESTION: How does a reader's perspective affect understanding?

TASK: analyzing perspectives in reading

Standards:

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

W.11-12.10. 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

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

Instruction:

- As students enter class, give each one a copy of JFK’s inaugural address and assign them to a group.
- Give each group a perspective to work from that is relevant to America in the 1960s (a black civil rights leader, a student at a segregated school, a political exile living in the US, a white housewife, etc.).
- Each group should analyze the speech first for rhetorical devices (parallelism, antithesis, anaphora, etc.), reading to understand the speech from the perspective of their assigned role.
 - What are some of the key phrases that speak to this character?
 - Do they raise concerns? Do they inspire hope or action?
 - How might this person have reacted to Kennedy’s words had they been at his inauguration?
- Students should use references to enhance their comprehension and review any words or phrases that are unfamiliar to them.
- Students should share their ideas with the class, explaining their personal perspective on the speech, as well as their understanding of their character’s perspective. Have them add their own ideas on the other characters.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do current events affect American writers’ works?

TASK: writing persuasive speeches

Standards:

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

Use words, phrases, and clauses as well as varied syntax 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.

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

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

W.11-12.4. 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.)

W.11-12.5. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

L.11-12.3. 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.

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Have students brainstorm a list of issues that are current at their school. These can be academic, political, social, etc. Discuss why these issues are important to the students and to their individual educations.
- Explain that they will be writing a speech of their own. Students should pretend that they have been elected Student Body President at school. They will give their inaugural speeches before the class, persuading students to get involved in the school and provide their support.
- To write these speeches, students should complete the following steps:
 - Write your introductory statement. This is the first sentence in your opening paragraph. It should state the main idea of your speech, and grab the listener's attention. (*Example: Over the next two years, students here can expect some exciting changes at our school!!*)
 - Mention each of the points you will be discussing in your speech. These points should be three ideas that are discussed in the opening portion of the class.
 - Write the body of your speech. They should use references to aid in style. This is where you explain how you'll put your ideas into action. Set aside one paragraph for each of your three ideas
 - Write the conclusion. End your speech by reviewing your ideas. Let them know that you will do your best to achieve great things with their help. Leave your audience with an inspirational last sentence.
 - Have students share their speeches with the class.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do current events affect American writers' perspectives?

TASK: analyzing the effect of perspective on a short story

Standards:

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
Use words, phrases, and clauses as well as varied syntax 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.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.
- c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- Provide students with copies of "The Beginnings of Violence" by Joanne Leedom-Ackerman. Ask them to take turns reading the story aloud.
- Tell them to pay attention to what details do they notice about the author's style, her choice in narration, tone, mood, etc.?
 - How do literary devices affect the reader's perspective and understanding of her topic?
 - Would the story have meant the same thing or been as emotive had it been written in the third person? Why or why not?
 - How are the girls in the story characterized?
 - What insight does this give readers into the minds of students in the 1960s?
- In a written response, have students react to the questions that Ackerman has her character ask of herself.
 - Was her response to the violence appropriate? Should she have tried to step in while witnessing the beatings? Why or why not?
 - During her interview with Cynthia, the narrator says that she lets the young woman see a part of her that she wished she hadn't and now feels as though she must expose something within Cynthia. Is her reaction appropriate? Where does it come from? How do you know?
 - Was she responsible for Cynthia dropping out of Fisk? Why or why not?

***Assessment Opportunity**

ESSENTIAL QUESTION: How do current events affect American writers' works?

TASK: writing an editorial

Standards:

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

Use words, phrases, and clauses as well as varied syntax 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.

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

W.11-12.4. 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.)

W.11-12.5. 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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.3. 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.

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Ask students to recall parts of "The Beginnings of Violence" by Joanne Leedom-Ackerman that they found most powerful or disturbing. Have them share their ideas with the class.
- Discuss what kind of commentary Leedom-Ackerman is making regarding the way the civil rights movement was perceived by students at the time. Ask students if they think they would have felt the same way. Would they have been a protester, a bystander, or something else? Why?
- Pretending to have been the one to witness all that the author saw, have students write a newspaper editorial depicting their emotions, actions, and reactions to all that they have seen (Students may require a lesson on the differences between news writing and editorial writing. <http://www.geneseo.edu/~bennett/EdWrite.htm> is an excellent resource for both students and teachers).
- Have students share their editorials with a partner to get feedback on their conventions and writing style. Write a completed final copy for homework.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does understanding historical context enhance a reader's experience?

TASK: using reliable resources to research Martin Luther King Jr.

Standards:

RI. 11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.11-12.7. 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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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, its etymology, or its standard usage.

L.11-12.6. 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.**
- Review with students how to choose reliable/credible sources for their research. Explain the importance of giving credit to sources and go over the

proper method for writing citations.

- Tell students that Martin Luther King Jr. lived from January 15, 1929 until April 4, 1968 and that they will be researching the major events in that time period and the major events in Dr. King's life.
- Give each student a set of years to work within and explain that they must write a different significant event on each card, writing a proper citation on the back. These years should overlap to account for multiple events within a year. Further instruction may be given to students for the later portion of King's life to ensure that they will cover his lifespan.
- After each student has completed his or her card, pin them chronologically to a clothesline and hang across the classroom. Allow students to read them and ask the others questions about their research.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do social conventions affect change?

TASK: identifying rhetorical devices

Standards:

RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

W.11-12.10. 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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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, its etymology, or its standard usage.

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:

- Begin class by asking students how people can go about changing an unjust law. How do they define justice and injustice?
- Have ½ the students provide examples of unjust laws that are currently recognized by the government. They should discuss and explain the examples that have listed, explaining how they are unjust. The other ½ should identify examples which used to be but have since been overturned.
- Explain the mood and tensions in Birmingham, Alabama in 1963.
- Provide students with copies of "Letter from a Birmingham Jail" by Martin Luther King, Jr. and have the class read the letter aloud, stopping to discuss and check for comprehension. Model the use of references to define unknown words. Have students annotate the letter for King's use of rhetorical devices (parallelism, antithesis, anaphora, etc.).
- Discuss how parts of the letter relate to their studies of the civil rights movement.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do you create social change?

TASK: writing persuasive letters

Standards:

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

Use words, phrases, and clauses as well as varied syntax 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.

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

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

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- After students have read and analyzed "Letter from a Birmingham Jail" by Martin Luther King, Jr., discuss the purpose and audience of the letter. King focuses the letter on two kinds of arguments: those that are stated and those that are implied. Why might he have made some more obvious than others? How does King support his claims?
- Ask students to each find a stated claim and an implied claim, and then the supports used to bolster each one.
- Compare students' findings and then ask them which they believe are the strongest points that King makes. Which points appeal to readers' logic? Emotion? Ethics?
- Explain to students that they will be attempting to create change in their own lives. Have students write a letter to the editor of a major newspaper regarding a legal issue about which they feel strongly.
- They should make logical, emotional, and ethical appeals to the reader and support each of their claims with at least two examples or reasons. Students should use proper letter-writing format, grammar, spelling, etc.
- Teachers should send several letters to the newspaper to see if the works are printed. Teacher may choose to reward those students whose letters are published in the paper.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do current events affect American writers' works?

TASK: completing the assessment

Standards:

RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Instruction:

- Provide students with copies of John F. Kennedy’s inaugural address and Martin Luther King Jr.’s letter from Birmingham City Jail.
- Have students evaluate each work for the author’s persuasive elements, comparing the methods used, examples and supports provided, and the author’s motivation.
- Based on their analysis, students will determine which work is more compelling and support their opinions using historical references as well as citations from the texts.
- Students should evaluate the authors’ use of literary devices, including antitheses, parallelism, and tone.
- With a partner, have the students create a chart depicting the devices found, their purposes, and their specific uses. They should provide specific details as to where the examples can be found.

	Methods of Persuasion	Audience	Mood	Tone	Parallelism	Antithesis
JFK’s Inaugural Address	<i>bandwagoning, paragraph 3, line 8 - meant to make audience feel left out if they are not part of the action</i>					
MLK Jr.’s Letter		<i>King addresses</i>				

from Birmingham
City Jail

his letter to his
fellow clergymen
- paragraph 1,
line 1 - provides
context and
reinforces King's
identity

***Assessment Opportunity**

At the conclusion of these tasks, have students complete the assessment identified at the beginning of this segment. The writing can be completed in class or as homework at the instructor's discretion.

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

ARGUMENTATIVE/OPINION: Students will synthesize and evaluate materials from throughout the Postmodern period to address a central theme of their choice (i.e. the importance of knowledge; changes in contemporary American culture & values; social stratification in American society, etc.). They will choose 3-5 works to demonstrate a connection that speaks to how Postmodern authors address their subject (i.e. Are they persuasive, analytical, informative, etc. Why is their work presented in this fashion? Are they effective in their purpose?). Students may complete this task as a writing assignment, a presentation, or any other method the teacher deems appropriate.

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

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

ESSENTIAL QUESTION: How does understanding historical context deepen a reader's comprehension of a text?

TASK: pre-reading

Standards:

RI. 11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.11-12.10. 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

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.6. 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:

- Have students begin a new notebook section for Unit 4. Maintain heading, including date and title. This section of notes will be general information on The Postmodern Period.
- Begin with a bell ringer. Pose the following question to students: is truth relative or is it absolute? Discuss students' ideas as a class.

- Provide students with background information on the postmodern period. (<http://staff.edmonds.wednet.edu/users/hansonk/LITERARY%20PERIODS%20AND%20THEIR%20CHARACTERISTICS.htm>).
- In order for them to have a deeper understanding of the meaning of Postmodernism, show them a clip from the movie The Matrix. Watch up until Neo makes his choice between the red and blue pills (this is approximately 8 minutes).
- Ask students to write about which pill they think they would take and why. They should explain why this is a better choice.
- Students should read their responses to the class and allow others to provide feedback on their arguments.
- Have students look through their textbooks for uses of the word “truth”.
 - Where are they listed?
 - How are they used?
 - How might this affect the meaning of the piece if read by a postmodernist?
 - How would a postmodernist interpret the U.S. Constitution? The Declaration of Independence?

***Assessment Opportunity**

ESSENTIAL QUESTION: How do our choices affect our understanding of literature?

TASK: understanding luck, chance, and fate

Standards:

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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:

- Write the quote “Life is like a box of chocolates. You never know what you’re going to get,” on the board in the front of the room.
- Have students write their understanding of the quote and explain whether or not they agree with the words of Forrest Gump. They should provide an incident in their lives that may have turned out differently had they made a different choice. Share students’ responses with one another.
- Ask students if they believe in luck, chance, or fate. Define these for the class and then ask which one they believe determines people’s lives.
- Assign a different scenario to each student (you can make more possibilities or have some repeat).
- Tell them to detail an event that could take place because of their scenario, and explain if the outcome is based on luck, chance or fate.

EXAMPLE: (Walking into a convenience store) - Someone could find a hundred dollar bill and use it to buy a winning lottery ticket. This would be luck because it is a fortunate event that someone had no control over.

- Studying Italian at a local institute
- Walking a pet for a neighbor
- Buying an airplane ticket instead of driving
- Purchasing a used car
- Taking a new job
- Calling an old friend
- Students should share their perspectives on the possibilities of their scenarios.
- Pass out copies of Shirley Jackson's "The Lottery" and read aloud as a class. Ask students to write about their first impressions of the resolution of the story. Was the outcome based on a lack of luck, on chance, or on fate? Students should support their claims using their understanding of the words and examples from the text.

ESSENTIAL QUESTION: How does allegory affect the meaning of a story?

TASK: interpreting allegory in the short story

Standards:

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

Use words, phrases, and clauses as well as varied syntax 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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- Ask students to partner up and reread the short story "The Lottery" by Shirley Jackson. This time they will be looking at the symbolism of the story. Students should look for details that indicate the author's message in the story. What was Jackson trying to say about society? Could this work be

considered allegorical? Why or why not?

- After reading with a partner, have students work together to respond to the following questions:
 - What cultural or historical relevance might the events in the story have?
 - What makes this lottery different from others? What associations does the narrator's language (word choice, tone, etc) indicate about it?
 - How do characters respond to the mention of the lottery?
 - What purpose does it serve the plot?
 - What might the ending of the story mean? How might Jackson be commenting on society?
- Have students pair up with another group and compare their answers. Ask them to add ideas that they hadn't thought of to their own responses. Come back together and discuss as a class.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do postmodern writers use symbolism to represent personal/social fears?

TASK: analyzing a short story for symbolism

Standards:

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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:

- As an opener, have students write down a list of 3 things of which they are genuinely fearful. Discuss them with the class, and have students pose reasons for these fears. Discuss possible methods for overcoming these fears.
- Explain to students that in literature, some of the best antagonists are expressions of characters' greatest fears. Ghosts may represent the fear of the unknown after death. Aliens can represent the fear of the unknown universe. Mad scientists or advancements gone wild can represent the fear of

technological progress.

- What are other personal and societal fears authors can base an antagonist around? Have students brainstorm a list of possibilities and discuss them with the class.
- Pass out copies of “Miriam” by Truman Capote. Read as a class or alone, and ask students to annotate the story. They should be looking for examples of social and personal fears, as well as the possible symbols throughout the writing.
- Have students share their notations with the class.
- Ask the class how these symbols and meanings may relate to the postmodern movement.

ESSENTIAL QUESTION: How does structure of a short story affect readers’ experience?

TASK: creating alternate endings to stories

Standards:

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Instruction:

- Review with students the elements of a short story and discuss how they follow different rules. In novels, most pressing questions are resolved, but short stories often feature open-ended conclusions. Readers must determine the “truth” for themselves.
- At the end of “Miriam”, readers must decide for themselves what Miriam really is. Pose these questions to students for discussion:
 - What do you think Miriam is?
 - Is she real, or does she exist only in Mrs. Miller’s imagination?
 - Why does she frighten Mrs. Miller?
 - How does she affect Mrs. Miller?
 - What effect does the open-ended format have on the story? Do you think it helps, or hurts, the story?
- Students will write a conclusion for the story in which Mrs. Miller is able to get rid of Miriam once and for all. Students should determine what Miriam is, and how Mrs. Miller goes about ridding herself of the girl.

***Assessment Opportunity**

ESSENTIAL QUESTION: How are seemingly unrelated works connected?

TASK: creating thematic connections in short stories

Standards:

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Instruction:

- Explain to students that they will be examining the roll of deception in the two short stories “The Lottery” and “Miriam”.
- Have each students create a chart in their notes.

<i>Thematic Connection: Deception</i>	<i>The Lottery By Shirley Jackson</i>	<i>Miriam By Truman Capote</i>
<i>Allegory</i>		
<i>Symbolism</i>		
<i>Mood</i>		
<i>Tone</i>		
<i>Setting</i>		

- Using copies of each text, have students find examples of each literary element in the story that support the idea of a thematic connection in the authors’ ideas of deception.
- Review the charts as a class.
- Challenge students to find another thematic connection and complete another chart (fear is another excellent connection).

Assessment Opportunity*ESSENTIAL QUESTION: How can role-playing enhance a reader’s experience?****TASK: role-playing the military draft**

Standards:

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and

rhetorical features.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

L.11-12.3. 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.

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Hand index cards to each student as they enter the classroom. Have them write their names and their birthdays on their card and turn them in.
- Tell the students that it is now the year “X”. Use the year in which the majority of students will turn 20.
- Provide a military scenario for that year (i.e.: The year is 2015 and the United States has just been notified that Iraqi soldiers are in possession of a nuclear weapon. They must be found and taken into custody before a third world war is brought about. Explain that an article buried in the back of the newspaper quoted a New York senator as stating that a declaration of war under these conditions would be unethical).
- Announce that the military is in need of at least 100,000 extra troops to complete the president's task. The government wants to win this struggle quickly, and they need greater manpower to do it.
- Last night, Congress authorized the president of the United States to begin inducting 19 and 20 year-olds into the military by using a military draft.
- Pull about ½ the cards from the pile collected from students. And call out their birthdays one at a time. When each student hears his or her birthday called, have them come to the front of the room.
- Hand out mailgram to each of the “drafted” students. Explain to the class that these students were just at work, in school, or out with friends. They came home to find this mailgram in their mailbox (http://www.catholicpeacefellowship.org/downloads/mailgram_front.pdf; http://www.catholicpeacefellowship.org/downloads/mailgram_back.pdf).
- Have the drafted students read the mailgram aloud, then ask them to explain what this letter is telling them to do. Try to see if the students can understand the letter. Be sure that students understand these key points in the letter:
 - They need to report to their assigned meeting point in 10 days.
 - If they pass the physical, they are leaving immediately for boot camp.
 - They have already been classified 1-A: “Unrestricted military service.” (The military has never asked them if they are qualified to serve. They have automatically been classified 1-A)
- Ask students what they think their classmates options would be if they came home to this letter. Write their ideas on the board. Lead students to these 5 categories:
 - Go to jail
 - Flee the country
 - Apply for an exemption
 - Go to boot camp
 - Claim to be a conscientious objector
- Explain each of these terms to students, and tell them about the criteria necessary for each one.
- Have students brainstorm ideas of what they would say when meeting with the draft board. Share their responses with the class.

- Explain that while many soldiers entering Vietnam were signed up with the military, many were drafted and failed to meet the necessary criteria to be released from service.

ESSENTIAL QUESTION: How does symbolism create deeper meaning in a story?

TASK: identifying symbolism

Standards:

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

W.11-12.2. 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.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

Instruction:

- Ask students what they carry with them. Encourage them to empty their pockets and look through their purses and backpacks. Is anything that they are carrying meaningful to them? What is it and how does it hold meaning?
- If no students carry anything that brings up emotions, share something that you carry and explain that it reminds you of emotion "x" because... (provide background story of why the item holds sentimental value). Ask students what they would carry to remind them of home and family if they were far away. What do the items have in common?
- Remind students of the exercise they completed regarding the military draft done for the Vietnam War. Tell students that they will be reading an excerpt from a novel written by a military veteran who has taken his personal experiences and fictionalized them.
- Provide students with copies of Chapter 1, "The Things They Carried" from Tim O'Brien's novel of the same title.
- Read the excerpt aloud to the class. Be sure use a melancholy tone as you read. Tell students to follow along as you read to them.
- Ask students to list some of the items that the soldiers carried with them. What kinds of things did they have that might have sentimental value? Why

would they carry these items? Is it possible that it would make them more homesick? Would that matter?

- Ask students what some of the nonphysical items that the soldiers carried are. Why are these just as important? Why does O'Brien list them as things that are carried? What is symbolic in his language?
- Students should write a response to O'Brien's piece that details how it made them feel, and whether or not they believe they would be able to cope with being drafted into today's military. How would it feel to be forced to leave home? What might it be like to imagine never coming back? Who would they want to communicate with while they were gone? Why?

***Assessment Opportunity**

ESSENTIAL QUESTION: How do personal values reflect in poets' works?

TASK: comparing the poetry of Nikki Giovanni

Standards:

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.3. 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.

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Provide students with copies of "Knoxville, Tennessee," "Nikki-Rosa," and "The Drum" by Nikki Giovanni.
- Have students read through the poems independently, making notes of themes that they perceive in each one.
- Ask students what they think the theme of each poem is, one at a time. Have them provide textual evidence to support their analysis.
- Allow the class to discuss the poetry, using the following questions to promote discussion:
 - Which lines tell you that this is a poem about family?
 - What images of family appear throughout the poems?
 - How would you describe the families in these poems?
- Students should be directed to write a poem in the style of one that they studied, using their own family as inspiration.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do historic events feature throughout popular culture?

TASK: examining historic events in music

Standards:

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice

to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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.

a. 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:

- **The second half of this lesson would be best completed in the media center.**
- **Before the lesson, write or type out all of the events that are relevant to topics or discussions covered in class. Cut them out and put them in a bag or hat. Set this aside.**
- As students enter the classroom, have the song “We Didn’t Start the Fire” by Billy Joel. Ask them to listen closely to the words of the song and see if they recognize the events being discussed.
- Play the song once again, but distribute copies of the lyrics and have the students read along. Then, ask students what events, people, and places they know of and what ones they do not recognize.
- Remind students of the connections between music and poetry that have been discussed in class. Ask why they think Billy Joel wrote this song. What message might he be trying to send to his listeners?
- Break up the students into groups and give each a section of the song. Ask them to decode the lyrics, identifying the particular person, place, or event that each is about.
- Have students share their understandings with the class.
- Allow each student to select one or two of the paper slips out of the bag or hat and then explain that each student will be completing research on the selected topic(s). Students should find out the following information:
 - An approximate date and location
 - The historical significance
 - An example of literature written by the figure or about the event
 - A connection to current events and pop culture
- Students will write a brief synopsis of the event to share with the class, attaching a visual aid to accompany the piece.

*Assessment Opportunity

At the conclusion of these tasks, have students complete the assessment identified at the beginning of this segment. The writing can be completed in class or as homework at the instructor’s discretion.

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

ARGUMENTATIVE/OPINION: Critics of Steven D. Levitt & Stephen J. Dubner’s Freakonomics argue that the book is not actually about economics at all, but rather the writers’ own socio- and criminological reports. Others argue that the authors are making economic principles more accessible and interesting to a broader population. Students will determine which perspective they agree with and then, using literary criticisms for support, persuade their audiences of the accuracy of their claims. Students should work with advanced software, including options such as Prezi.com or Timetoast.com to prepare a presentation. The final product must contain visuals and pertinent sound, and will be presented before the class. The final piece of the work must be an MLA formatted bibliography of the criticisms and sources used to complete the project.

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 social issues affect literature?

TASK: understanding economics

Standards:

RI. 11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.11-12.2. 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.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.11-12.7. 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

L.11-12.6. 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 define economics. Students will then look up and write down the definition to economics from the dictionary (the study of the production, distribution, and consumption of goods and services; the study of finance).
- Divide students into six groups assigned to work on one of the six posters around the room.
- After being told that each poster contains part of the definition of economics, each group will unfold their poster and read the portion of the definition that their group is responsible for completing. They will do the following:
 - define what their word means
 - explain how it relates to their understanding of the word “economics”
 - provide three real-world examples of their word

- Share the students' posters, ask each group to answer the following questions as a team:
 - Name four things that you learned about economics.
 - How does economics relate to your life? How does it affect your family?
 - What role do you play in the economy? What role does your family play?
 - What role do you hope to play in the future economy?
 - How does the economy affect your neighborhood?
- As an extension, the teacher may assign students to new topics and have them on create a collage, categorizing goods and services using magazines, markers, glue, and other materials provided (this promotes deeper understanding of another section of the definition of economics).

***Assessment Opportunity**

ESSENTIAL QUESTION: How do literary reviews impact public perception?

TASK: examining literary reviews

Standards:

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI. 11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Instruction:

- Provide students with copies of *Freakonomics*, “Where *Freakonomics* Errs” by Steven Malanga, and “‘Freakonomics’: Everything He Always Wanted to Know” by Jim Holt. Explain that they will be reading an unconventional depiction of economics in today's world.
- Split the students into three groups and have each group read one of the two articles, or the explanatory note at the start of the book independently. Ask students to identify the author's purpose and tone in writing his piece, and be prepared to share their opinions with their group.
- Have students discuss their readings within their groups. As a team, they should consider what they analyzed on their own and see if all of the members of the group agree. Have them come to a common conclusion about the questions.
- After students have answered the questions, bring them back as a class and ask each group to share their understanding of their piece with the class. Allow other students to ask questions about the piece.
- Rotate the articles and ask students to answer the following questions about the next article:
 - What do the author's want the readers to think? Are they trying to convince readers of anything? What?
 - How do they attempt to make readers agree or feel as they do?

- What techniques do the authors use in their writing?
- Share findings again.
- Finally, have the students read the last remaining article that they have. Have them write down any impressions that the third piece leaves with them.
- Bring the class together and ask if they see any common themes or ideas within these pieces. How are they similar and how do they differ?

ESSENTIAL QUESTION: How do incentives affect people?

TASK: understanding and creating incentives

Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

W.11-12.2. 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.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.4. 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.)

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.3. 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.

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.6. 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 completed Chapter 1 of Freakonomics, ask them to recall the three types of incentives that authors stated (economic, social, moral). Review what each of those entails, and have students explain what they mean.
- Have students make a list of the kinds of rewards or incentives that they come into contact with (allowance from parents, release from chores or punishment, t-shirts, movie tickets, CDs and iTunes Cash, gift cards, parties, homework passes, raise or promotion at work, etc.)
- Write all of their responses on the front board. Attempt to lead them to more intrinsic rewards (pride in their work, greater responsibility at home, opportunities for new and/or better employment, etc.).
- Have students categorize the incentives that they listed in one of the three groups that they have read about.
- Ask students what criteria they think makes an effective incentive (tell them that you are not looking for specific examples, but rather the criteria). Some of the answers may include: a link to performance, a desire for it, the value of the incentive, etc.

- Lead students into a conversation about how rewards are often linked to achievement, and vice versa.
- Pose the following questions to the class and ask them to provide you with a written response:
 - What kinds of incentives do you think are the most effective for you? For your peers?
 - Are Levitt & Dubner correct in their interpretation of incentives?
 - What parts of the chapter do you agree with? Disagree?
 - What are some incentives that could be used to motivate you?

***Assessment Opportunity**

ESSENTIAL QUESTION: How does information (the possession and the lack of) affect the economy/

TASK: supply, demand, and the importance of information

Standards:

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

W.11-12.4. 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.)

W.11-12.10. 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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.6. 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:

- Before students read chapter 2 of Freakonomics, have them complete a chart addressing what they know about the effects of information (or the lack thereof) on supply and demand.
- Ask students if they are familiar with the concept of supply and demand. Have them explain what they know about this, and then clarify their understanding.
 - The law of supply says that as the price of something increases, producers will produce or offer more. The opposite is also true; if the price of something decreases, producers will produce or offer less.
 - The law of demand says that as the cost of something increases, people will demand (or buy) less. The opposite is also true; if the cost of something decreases, people will demand (or buy) more.
- Provide students with several different scenarios that could affect consumers' supply and demand. They should create a chart in their notes. Ask them

to provide a possible cause for the increase, and then a possible effect of the event.

Event:	Cause:	Effect:
The price of gas at the RaceTrac rises 7¢ overnight.		
The DVD of last year's #1 movie was just moved to the discount bin at WalMart.		
Your friends have recently started hanging out at The Sugar Shoppe.		
A teacher no longer stocks pencils in his/her classroom.		
Students at your school are all buying prom tickets in February instead of March.		
The school board has suspended all field trips for the remainder of the year.		

- After students have completed their charts, ask them which scenarios were easy to make assumptions about and which ones may have needed more information.
- Explain to students that information is a necessary component in economics. Both what consumers know and don't know affects the economic cycle.
- Have students participate in a read-aloud of chapter 2, stopping them periodically to check for comprehension.

ESSENTIAL QUESTION: How have technological advances affected humanity?

TASK: understanding the effects of emotion on economy

Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

W.11-12.4. 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.)

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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.

L.11-12.6. 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 your students to think of advances in technology that have occurred over the past several centuries. Discuss the ways these advances have benefited humanity (examples: electricity, the telephone, cars and airplanes, the computer, the internet, etc).
- Begin a chart on the chalkboard with three column headings: "Increasing Goods and Services", "Reducing Labor Needed," and "Providing Higher Living Standards." If necessary, go over the meaning of each heading with the class before you continue.
- As students discuss the benefits of technology, list them on the chart under the appropriate heading (example: student says that cell phones make it easier to talk to friends, list "cell phone" under "Providing Higher Living Standards." If they say that the dishwasher has made it easier to wash dishes, list "dishwasher" under "Reducing Labor Needed."
- Allow students to include some advancements under more than one heading.
- Ask students if they can think of any technological advances that have had negative effects on society. Repeat the exercise above, using the negative side of advancements.
- Before they continue the discussion of harmful side effects of technology, begin a second chart on the chalkboard with the column headings "Causes Environmental Pollution," "Depletes Natural Resources," "Causes Unemployment," and "Creates Ethical Dilemmas." Review the meaning of ethical (having to do with what is right and what is wrong) and the word *dilemma* (a difficult problem or decision).
- As students continue to discuss harmful side effects of technology, record their ideas on the second chart (examples: list cars under “Depletes Natural Resources” and “Causes Environmental Pollution”; computers might be listed under "Causes Unemployment”).
- Focus students' attention on the column headed "Creates Ethical Dilemmas." Discuss this topic with students and provide them with examples that may fit here (examples: nuclear power, DNA testing, etc.). Brainstorm more ideas for this column with the class.
- Divide the class into small groups, and have them determine whether or not they consider this information when they purchase products and services that they have listed on the board. Read chapter 3 aloud.
- Have each group produce a written response to what they learned in Chapter 3, regarding the value of technology as well as its effects. How do they feel about what they have read? What were some points that they found particularly interesting.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors persuade readers’ opinion on controversial topics?

TASK: examining persuasion in controversial issues

Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
Use words, phrases, and clauses as well as varied syntax 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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.6. 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 completed the reading of chapter 4 of Freakonomics, explain that this has been labeled the most controversial of all the chapters in the book. Ask students why they think this would be the case (examples: it has to do with abortion, it seems like they don't think law enforcement is effective, etc.). Write their responses on the board to refer back to later.
- Have them work with a partner to identify the arguments that Levitt & Dubner make in the chapter. Are they strong? Clear? Logical? Tell students to refer back to their opinions on the controversiality of the chapter before while thinking about the questions.
- Come together as a class and discuss the authors' arguments (or ask students to write their responses to the questions below). Ask the students if they see any elements of persuasion or rhetoric. What are they? To whom do the authors try to appeal? What types of persuasion do they use? Are there techniques that may be more effective? What are they? How could they be utilized?

***Assessment Opportunity**

ESSENTIAL QUESTION: How do parenting styles affect the economy?

TASK:

Standards:

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

Use words, phrases, and clauses as well as varied syntax 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.

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

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

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.11-12.6. 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 5, discuss with students how parenting styles affect the economy. Do not provide parameters or clarify the question, but rather force students to interpret your question on their own. After they have shared their responses, tell them to look back in their textbooks at the parenting factors that are discussed.
- List on the board the factors that matter, and those that do not.

Factors that affect students' test scores

- 1) Educated parents
- 2) Parents have high socioeconomic status
- 3) Mother was 30 or older at the time of her child's birth
- 4) Low birth weight (negative factor)
- 5) Parents speak English in the home
- 6) Child is adopted (negative factor)
- 7) Parents are involved with the PTA
- 8) Many books in the home

Factors that do **not affect students' test scores**

- 1) Family is intact
- 2) Family recently moved to a better neighborhood
- 3) Mother didn't work between child's birth and kindergarten
- 4) Attended [Head Start](#)
- 5) Is regularly taken to museums
- 6) Is spanked regularly
- 7) Watches television frequently
- 8) Is read to frequently

- Have students select two ideas from the lists that they disagree with – one from the list of factors that matter, and one from the list of factors that don't.
- Students should assess the authors' arguments and the data provided regarding the statements with which they disagree. Then, provide an argumentative response to each one. Teachers may require additional research to find data supporting the students' ideas, or they may provide students with the opportunity to write a persuasive piece instead.

ESSENTIAL QUESTION: Do people's names have an effect on their aspirations and the outcomes of their lives?

TASK: researching names

Standards:

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

W.11-12.7. 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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Instruction:

- In order to examine the principles in the final chapter of the book, have students conduct research into their own names. If two students in the class have the same name, have one research his or her middle name.
- Tell students write down what they know about their own name. Model the activity by writing about your own name on the board. They should consider the following questions as they write:
 - How did you come to be named? Who chose your official names?
 - What nicknames do you have?
 - Do you like or dislike any of your names? Why?
 - If you could pick out your own names, what would you choose? Why?
 - Have you thought about what you might name your children? What names are they? Why have you chosen them?
- After students have written down their thoughts, share some details about your own name. Explain where your name comes from, how you chose a nickname, or how you came to have the one that was given to you. Ask students who already know their stories to share details.
- Students will then research either their own names, nicknames, or those they would like to name their children. As they begin, remind them that they will share their findings with the class.
- Provide them with appropriate websites or books, and emphasize that they should be careful to collect information that they are willing to (and won't be embarrassed to) share with others.
- After they have researched their names, have students share their discoveries with the class. Then, conduct a read-aloud of chapter 6. Stop periodically to check for comprehension.
- Before the students begin discussing the reading, have them write their immediate reaction to Levitt & Dubner's piece. Give them several minutes to write down all of their feelings.
- Have students discuss their immediate reactions and then apply what they have read to the pre-reading activity. Discuss whether or not they agree with the authors and how the piece may have impacted the names they might choose for their children.

ESSENTIAL QUESTION: How do authors translate a work of nonfiction across artistic mediums?

TASK: comparing films and books

Standards:

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.10. 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

Instruction:

- Students should create the chart below in their notes:

Chapter	Book	Film
1		

2
3
4
5
6

- Working from their notes and/or with a partner, have students write a sentence or two about stating the main points of each chapter as read within the book. Have students share their points with the class.
- As students view the film, they should make similar notes regarding each chapter as told within the film.
- After the movie, come together as a class and discuss the similarities and differences within each given chapter. Why would the editors choose to emphasize the points that they did? How did it differ from the original ideas of Levitt & Dubner?
- Students should write a brief reflection on what they think the most significant points in the book were. They should then evaluate the way that these ideas were presented in the movie and explain which one held more appeal.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does my interpretation of literature differ from others'?

TASK: interpreting literature in a presentation

Standards:

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

W.11-12.2. 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.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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

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).

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of

reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.3. 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.

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- Assign students to six groups, one for each chapter of Freakonomics. Explain that each group will be responsible for completing an educational presentation on their assigned chapter.
- Each presentation must include:
 - A chapter overview summarizing what the section was about and the “stories” used within it
 - An explanation of the economic concepts that were described in the chapter, and one example not provided in the book
 - A group reflection that details new information learned from the chapter and an evaluation of the authors’ perspectives on the given topics (Do you agree or disagree with what the authors presented? Why?)
 - A creative method for students to use to recall what the chapter was about (a handout for the class, a mnemonic device, an acrostic that provides details, etc.)
- If students have different perspectives and opinions within their groups (which there surely will be), encourage them to demonstrate both sides of their analysis in their presentation.

*Assessment Opportunity

ESSENTIAL QUESTION

CULMINATING ASSESSMENT TASK:

Standards:

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.4. 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.)

W.11-12.5. 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.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. 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.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

L.11-12.6. 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.**
- Students should determine if they feel that Freakonomics is not actually about economics at all, but rather the writers' own socio- and criminological reports. Or if they agree with those who argue that the authors are making economic principles more accessible and interesting to a broader population
- They should then find a partner or group who is like-minded in interpretation.
- Demonstrate (or review) with students how to use databases to find scholarly information. Explain that they will be working with these partners or small groups to find literary criticisms that have been written on in Freakonomics order to complete the culminating assessment for their unit.
- Students will find a minimum of three scholarly criticisms and review them in order to find reliable supporting information for their project.
- They should then move on to creating their own arguments as to why the book is or is not based on economics, citing references from the criticisms to support their ideas.
- Allow students to use the internet to find applicable visual aids (including clips and photos) and sounds to enhance their work.
- **Be sure to preview your grading rubric with students prior to beginning the assignment.**

*Assessment Opportunity