



GRADE 12

ELA CCGPS UNIT PLAN: 4th 9 WEEKS

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

READING FOCUS : Informational

THEME: The Language of Our Lives

EXTENDED TEXT FROM BRITISH LITERATURE: The Professor and the Madman by Simon Winchester

SHORT TEXTS FROM BRITISH LITERATURE:

1. "Jabberwocky" by Lewis Carroll, poem
2. "A Beautiful Young Nymph Going to Bed" by Jonathan Swift, poem
<http://andromeda.rutgers.edu/~jlynch/Texts/nymphbed.html>
3. "Strephon and Chloe" by Jonathan Swift, poem
<http://andromeda.rutgers.edu/~jlynch/Texts/strephon.html>
4. "The Rocking-Horse Winner" by D.H. Lawrence, short story
<http://www.dowse.com/fiction/Lawrence.html>

SHORT TEXTS FROM AMERICAN LITERATURE:

1. "The Man of the Crowd" by Edgar Allan Poe, short story
<http://etext.virginia.edu/etcbin/toccer-new2?id=PoeCrow.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=all>
2. "The Swimmer" by John Cheever, short story
<http://shortstoryclassics.50megs.com/cheeverswimmer.html>
3. "Rip Van Winkle" by Washington Irving, short story
<http://www.eastoftheweb.com/short-stories/UBooks/RipVan.shtml>
4. "The Mutability of Literature" by Washington Irving, short story
<http://www.bartleby.com/109/6.html>
5. Excerpt from Everything is Illuminated by Jonathan Safran Foer (Pp. 1-4)

http://www.bookbrowse.com/excerpts/index.cfm/book_number/1553/everything-is-illuminated

SHORT INFORMATIONAL TEXTS INCLUDING PRIMARY AND SECONDARY SOURCE DOCUMENTS FROM BRITISH HISTORY:

1. "Five Events that Shaped the History of English," blog by Philip Durkin, Principal Etymologist at the *Oxford English Dictionary*

<http://oxforddictionaries.com/words/the-history-of-english?region=us>

2. *A Dictionary of the English Language* by Samuel Johnson,

<http://johnsonsdictionaryonline.com/>

3. "The Joy of Sesquipedalians" from *Ex Libris* by Anne Fadiman,, essay

The entire essay is not available online, but most of it can be read at

<http://books.google.com/books?id=hxcE7vJdgZkC&pg=PT13&lpg=PT13&dq=anne+fadiman+%22the+joy+of+sesquipedalians%22&source=bl&ots=C176R1d97q&sig=9fFyTRd-h5BYHEjrAmRbb4RJGI&hl=en&sa=X&ei=FFh7T5SzMpGa8gTW87D3BA&ved=0CFsQ6AEwBw#v=onepage&q=anne%20fadiman%20%22the%20joy%20of%20sesquipedalians%22&f=false>

4. "OED will not be printed again" by Alastair Jamieson, news article

<http://www.telegraph.co.uk/culture/books/booknews/7970391/Oxford-English-Dictionary-will-not-be-printed-again.html>

SUPPLEMENTAL MATERIALS:

Oxford Dictionaries online

<http://oxforddictionaries.com/?region=us>

Articles for the history of the English language activity

"History of English"

<http://www.ielanguages.com/enghist.html>

The Great Melting Pot of Language

<http://www.randomhistory.com/1-50/023english.html>

"The Origin and History of the English Language"

<http://www.krysstal.com/english.html>

Chronology of Events in the history of English

<http://www.ruf.rice.edu/~kemmer/Words/chron.html>

Brief History of the English language

http://www.wordorigins.org/index.php/site/comments/a_very_brief_history_of_the_english_language3/

A Concise history

<http://www.danshort.com/ie/ConciseHistory.htm>

History of the English language, University of Toronto

<http://homes.chass.utoronto.ca/~cpercyl/hell/>

Lists of words recently added to the OED for the 1st writing assessment

<http://www.oed.com/public/newwords0312>

<http://www.oed.com/public/newwords1211>

<http://www.oed.com/public/newwords0611>
<http://www.oed.com/public/newwords0911>
<http://www.oed.com/public/update0311#new>
<http://www.oed.com/public/update1012#new>
<http://www.oed.com/public/update1009/september-2010-update#new>
<http://www.oed.com/public/update1003/march-2010-update#new>
<http://www.oed.com/public/update0912/december-2009-update#new>
<http://www.oed.com/public/update0906/june-2009-update#new>
<http://www.oed.com/public/update0812/december-2008-update#new>
<http://www.oed.com/public/update0809/september-2008-update#rev>

WRITING FOCUS: Argumentative or Informative/Explanatory

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

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

1. Argumentative: What's in a word? Review new words added to the OED in the past few years. Select at least 3 words, define them, find quotes that use them in context (citing sources), and argue whether or not they should have been added to the dictionary. Your thesis and conclusion should argue what the ultimate goal of a dictionary should be. Is it a collection of every word and phrase every used or a guide to the best and most respectable words in the language? (links to word lists in supplemental materials)

2. Argumentative: Should English be fixed or fluid? In chapter 4 of the Professor and the Madman, Winchester mentions the debate over whether the English language should be fixed like the French language, or if it should be fluid, meaning that new words and new senses of words can freely enter the language. After reviewing each of the arguments, pick a side and present it in this essay. Use evidence from the text and at least 2 outside sources to support your claims.

3. Informative: What's in a word? Visual Vocabulary Multimedia Presentation

Return to the word that inspired your short story, or select a new word. Create a multimedia presentation to bring the word to life. The final presentation should be between 3-5 minutes in length and must contain:

Definition from OED

Part of speech

Related words

6-8 quotes with sources cited

at least one quote should be from an audio clip

at least one quote should be from a video clip

At least three images (or video clips) that illustrate its meaning

An excerpt from your short story (if applicable)

The presentation should begin and end with the definition to tie it all together

4. Argumentative/Literary Analysis:

Writing assessment 4: compare the treatment of madness in 3 texts read during the unit

Must define “madness” and related terms and demonstrate how examples from the text fit that description

Analyze the treatment of madness and delusion in each text. Find examples of moments where the line between reality and illusion (or delusion) is blurred. Is it constructive, destructive, or both?

Summarize each story read and include a discussion of theme.

Compare the short stories read in the unit using the unifying theme of delusion and madness – is it constructive or destructive?

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

5. Argumentative: Tragic or not tragic? Was the murder worth it? (Module 3)

In the first chapter of *The Professor and the Madman*, Winchester makes the claim that the murder of George Merrett was not “wholly tragic.” What is he referring to and what evidence does he use to support his argument? Throughout the course of the text, does he fully prove his argument? In an essay, trace the evidence Winchester uses to support his claim, and analyze the logic and rhetoric of each assertion to ultimately decide the validity of his claim.

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. Reflection: Write a reflection on the class debate over the use of formal English. What was your opinion on the discussion questions before beginning this unit? What was your opinion before the debate? What was your opinion after the debate? Explain any changes in your opinion. If your opinion remained the same, explain why you think this is the case.

2. Narrative - Pick a word and write a story using it as a motif or part of a theme using *The Professor and the Madman* as a model. Instruct students to pick a word they are very interested in because this story will become part of a larger project.

Begin with the etymology and definition of the word in dictionary definition format.

Develop characters and use their dialogue and characterization to make connections to your source word.

Make sure you have a coherent structure.

Use vivid imagery to support your interpretation of the word.

The story must have a conclusion – no cliffhangers!

RESEARCH CONNECTION(S)

- The history of the English language
- Treatment of the mentally ill in British and American law
- Oxford University
- Sesquipedalians
- Greek and Latin Roots

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

- Notes on the history of the English language
- Vocabulary log with example sentences
- Responses to discussion questions in preparation for class discussion
- Notes to prepare for class debates
- Responses to class blogs
- Entries on the class wiki

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

Argumentative: What's in a word? Review new words added to the OED in the past few years. Select at least 3 words, define them, find 2-3 quotes per word that use them in context (citing sources), and argue whether or not they should have been added to the dictionary. Your thesis and conclusion should argue what the ultimate goal of a dictionary should be. Is it a collection of every word and phrase ever used or a guide to the best and most respectable words in the language? (links to word lists in supplemental materials)

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

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

ESSENTIAL QUESTION What is the origin of the English language?

TASK: Pretest

Standards:

ELACC11-12SL1: 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 set rules for collegial 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.

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

ELACC11-12L3: 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.

Instruction:

- Give students a pretest to assess their knowledge of the history of the English language.

- Example questions include:
 - When did people begin speaking English as we know it?
 - English comes from which 3 ancient languages?
 - What other languages are similar to English?
 - How many words are there in the English language?
 - How many people speak English worldwide?
 - Other than the United States, what other countries speak English?
 - How do you study English in school?
 - What do the following words mean? (list of 3-5 hard words)
 - What are the origins of the following words? (list of 3-5 words of Greek, French, and Old English origin)
- Ask students how confident they are about their performance.
- Direct students to start a new section of their notebook called “History of the English language”
- Give students notes that answer the questions on the pretest.
- Ask students to share any answers that shocked or confused them.

ESSENTIAL QUESTION: Which historical events led to the formation of the English language as we know it?

TASK: Group research activity and gallery walk

Standards:

ELACC11-12RI2: 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.

ELACC11-12RI3: 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.

ELACC11-12RI7: 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.

Instruction:

- History of the English language activity:
- Break students into groups
- Each group reads a different article (See supplemental resources)
- Each group creates a timeline of 10 events based on their article (or edits one)
- Gallery walk to compare the timelines. Students should mark with a highlighter the events that they also had.
- Ask students to write a summary of the history of English. Volunteers can share.
- Read “Five events that shaped the history of English” as a class <http://oxforddictionaries.com/?region=us>
- Create a final timeline as a class using the 5 events from the article and 5 more entries from the class lists.
- Students should put their timelines with their notes.

ESSENTIAL QUESTION How does Modern English compare to Middle English and Old English?

TASK: Compare examples of Old English and Middle English to Modern English

Standards:

ELACC11-12RI4: 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).

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

ELACC11-12L3: 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.

Instruction:

- As a class, compare the parable of the prodigal son in Old, Middle, Modern, and current English <http://pages.towson.edu/duncan/helhome.html>
- Highlight words that are the same, underline words that are similar, and circle words that are unrecognizable.
- In small groups, compare translations of Homer, excerpts from *The Odyssey* <http://homes.chass.utoronto.ca/~cpercyl/hell/anthology/>
- Make a list of the shifts and trends observed.
- Write a summary of how the language changed or discuss as a class.

ESSENTIAL QUESTION: How are new words formed?

TASK: Learn about neologisms and research authors who contributed new words to our language like Shakespeare, Lewis Carroll, and Dr. Seuss.

Standards:

ELACC11-12RI4: 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).

ELACC11-12RL4: 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.)

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

Instruction:

- Introduce the concept of neologisms
- Watch a lecture on new word formation: <http://pages.towson.edu/duncan/NewWordFormation.htm>
- Give students excerpts of Shakespeare where words are first used (from <http://www.shakespeare-online.com/biography/wordsinvented.html> and <http://www.pathguy.com/shakeswo.htm>)
 - Advertising – Measure for Measure – Act V, scene i
 - Assassination – Macbeth – Act I, scene vii
 - Bedroom – A Midsummer night's dream Act ii scene ii
 - Dawn – Henry the V, Act IV
 - Eyeball – A midsummer Night's dream Act III, scene ii
 - Excitement – Hamlet, Act IV, scene iv
 - Fashionable, Troilus and Cressida, Act III, Scene iii
 - Obscene – Love's Labour's Lost, Act I, Scene i
 - Rant – Hamlet Act V scene I

- Students can act out the scenes for the class, or summarize them and explain how the word was used.
- 10 words created by authors <http://www.mentalfloss.com/blogs/archives/50878> (Discuss Dr. Seuss and “nerd”)
- Read and discuss “Jabberwocky” by Lewis Carroll and introduce the concept of “portmanteaus”
- Use context clues to define the nonsensical words
- Create a glossary to accompany the poem

ESSENTIAL QUESTION: What is the consequence of using words incorrectly?

TASK: Explore the concept of malapropisms and look at examples

Standards:

ELACC11-12RL5: 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.

ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

Instruction:

- Introduce the concept of “malapropisms” by giving students several examples and asking them to find the connection. Then give them the definition.
- http://www.fun-with-words.com/mala_malapropisms.html
- http://www.fun-with-words.com/mala_famous.html
- Mrs. Malaprop audition <http://www.youtube.com/watch?v=DmN8WZQUgDk&feature=related>
 - Red Lobster commercial <http://www.youtube.com/watch?v=3oMDNc54eHw>
- Read an excerpt from the first chapter of Everything is Illuminated identifying and correcting the malapropisms. Reread it with the malapropisms corrected. What was lost or gained by removing them?
- Read a critical review of Everything is Illuminated, “Playing with language – Foer and malapropisms,” and discuss why an author would chose to use malapropisms
- Discus the difference in accidentally and purposefully using malapropisms

ESSENTIAL QUESTION: Why is using language properly important?

TASK: Consider the consequences of improper language usage. Is there a double standard?

Standards:

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

ELACC11-12W1: 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.

b. 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.

ELACC11-12SL1: 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.

Instruction:

- Discuss: Why is using language properly important?
- Watch a video of famous Bushisms: <http://www.youtube.com/watch?v=uO46ii3W07U>
- The top 25 Bushisms of all time http://www.slate.com/articles/news_and_politics/bushisms/2009/01/ws_greatest_hits.html
- In class essay/ debate:
 - Does using language incorrectly mean you are unintelligent?
 - If not, what does it mean?
 - Why can Dr. Seuss, Shakespeare, and Lewis Carroll make up words and play with language, but George Bush can't?
 - When must you observe the rules of formal English?
 - When is it appropriate to break or stretch them?
- Reflection: Write a reflection on the debate. What was your opinion on the discussion questions before beginning this unit? What was your opinion before the debate? What was your opinion after the debate? Explain any changes in your opinion. If your opinion remained the same, explain why you think this is the case.

ESSENTIAL QUESTION: How can you make sure you are using the English language correctly when it is constantly changing?

TASK: Brainstorm and research online tools to create a toolkit students can use in college

Standards:

ELACC11-12SL2: 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.

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

ELACC11-12L4: 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.

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

Instruction:

- Discuss: How can you make sure you are using the English language correctly when it is constantly changing?
- Share and research online tools like dictionary.com and thesaurus.com, the OWL at Perdue
- Brainstorm strategies students can use when they are in college
- Read blog entries from OED:
 - Vocabulary Questions <http://oxforddictionaries.com/words/vocabulary-questions?region=us>
 - In small groups, students should read one of the entries, summarize it, and create a poster to display in the classroom to teach the answer to their peers

ESSENTIAL QUESTION: Who decides that a word should go in the dictionary?

TASK: Research new additions to the OED and begin writing assessment 1

Standards:

ELACC11-12W7: 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.

ELACC11-12W8: 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.

ELACC11-12SL4: 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:

- Break students into small groups and give each one a list of words added to the OED from different years. Ask them to highlight any words they think should not be in the dictionary.
- Groups will share their analysis with the class.
- Introduce writing assignment
- Allow students to explore all the lists and select their 3 words
- Give students time to use the internet to find and cite quotes using their words

ESSENTIAL QUESTION: How do I craft a logical argument?

TASK: Work on writing assessment 1 using peer review to revise and edit

Standards:

ELACC11-12W1: 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.

b. 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.

c. 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.

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

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

ELACC11-12W4: 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.)

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

Instruction:

- Students should create their thesis statements and begin drafting outlines
- Peer review of thesis statements and evidence to make sure the essay has a logical design
- Students can begin writing their rough drafts
- Peer review for grammar and readability

ESSENTIAL QUESTION: What is the role of a dictionary?

TASK: Present one word from writing assessment 1 and discuss the role of dictionaries as a class

Standards:

ELACC11-12SL1: 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.

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.

ELACC11-12SL4: 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.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Instruction:

- Turn in the final draft of their essays
- Each student should present one word they wrote about in his or her essay and share the examples of its usage.
- Class discussion: What is the role of a dictionary?
- Should we allow new words into the language just because people use them, or should we have stricter guidelines?

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

Argumentative: Should English be fixed or fluid? In chapter 4 of The Professor and the Madman, Winchester mentions the debate over whether the English language should be fixed like the French language, or if it should be fluid, meaning that new words and new senses of words can freely enter the language. After reviewing each of the arguments, pick a side and present it in this essay. Use evidence from the text and at least 3 outside sources to support your 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: What is a lexicographer?

TASK: Introduce The Professor and the Madman

Standards:

ELACC11-12RI4: 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).

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 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.

ELACC11-12L4: 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:

- Introduce **The Professor and the Madman**
- Discuss the difference in the American title and the original British title, **The Surgeon of Crowthorne: A Tale of Murder, Madness and the Love of Words**
- Discuss why the publisher changed the title for American audiences
- What is a lexicographer?
- <http://blog.oxforddictionaries.com/2012/03/what-is-a-lexicographer/>

ESSENTIAL QUESTION: What reading strategies can help me read a text with advanced vocabulary?

TASK: Begin reading and creating a vocabulary journal

Standards:

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 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.

ELACC11-12L4: 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.

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

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

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

ELACC11-12L5: 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:

- Read Ch. 1
- Introduce vocabulary journal assignment: For the first five chapters of the book, students will study vocabulary words by recording the word, part of speech, denotation, connotations, example sentence, and related words. The vocabulary lists will be teacher generated, but students can add to them if they want to do so.
- Ch. 1 Vocabulary list
 - Lubricious
 - Alacrity
 - Bedlam
 - Beguiling
 - Forlornly
 - Formidably
 - Lunatic
 - Morose
 - Ostentatiously
 - Portmanteau
 - Succor
 - Swingeing (British)
- Research the etymology of “lunatic” and discuss whether the original meaning is still appropriate today
- Examples of “portmanteaus” – revisit or reread “Jabberwocky”

ESSENTIAL QUESTION: Should people be snobbish and elitist about proper usage of the English language?

TASK: Begin exploring arguments and clashes over language usage; consider “My Fair Lady” as an example

Standards:

ELACC11-12RI4: 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).

ELACC11-12RI5: 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.

ELACC11-12RI6: 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.

Instruction:

- Read Ch. 2
- Chapter 2 vocabulary journal
- Ch. 2 Vocabulary list
 - Apotheosis
 - August
 - Bastion
 - Equanimity
 - Exultation

- Ignominious
- Infallibility
- Laudable
- Lexical
- Lexicographical
- Lexicography
- Paragon
- Polyglot
- Polyhistor
- Polymath
- Precocious
- Stridently
- Teetotaler
- Veritable

Activities:

- Discuss the word part “poly” and compare its meaning as a prefix and its meaning as a suffix
- Discuss the debate over the meaning of protagonist
- Research Latin loan words and phrases inspired by Murray’s pursuit of the “vita diligentissima” – life most diligent
 - Devote a page in the vocab journal to listing and defining at least 10 phrases
 - Let each student pick a Latin phrase as a motto or title for their vocabulary journal [http://en.wikipedia.org/wiki/List_of_Latin_phrases_\(full\)](http://en.wikipedia.org/wiki/List_of_Latin_phrases_(full))
 - Optional: Design a seal or crest for their cover
- Read an excerpt of “Pygmalion” or watch a scene from “My Fair Lady” (or the Family Guy spoof) to illustrate the concept of a language snob
- Debate whether it is appropriate or inappropriate to be snobbish and elitist about language

ESSENTIAL QUESTION: What is an alien? How have alien cultures and words impacted the English language?

TASK: Read chapter 3 and research the story of “serendipity”

Standards:

ELACC11-12RI4: 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).

ELACC11-12L4: 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).

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Instruction:

- Read Ch. 3
- Ch. 3 vocabulary journal
- Ch. 3 Vocabulary list
 - Alien

- Antipathetic
- Arduous
- Assiduous
- Consecrate
- Demimonde
- Fetid
- Indelibility
- Interminable
- Japanned
- Lascivious
- Latent
- Machinations
- Monomania
- Nascent
- Postlapsarian
- Septicemia
- Serendipity
- Stoic
- Subsumed
- Tocsin
- Activities
- Discuss the story of Horace Walpole’s creation of “Serendipity” and read the original story (or a synopsis)
 - Discuss the various denotations and connotations of “alien”
 - Create a word family organizer for “alien/alienate/alienating”
 - Create posters to explore the various meanings of “alien”
- Research Sri Lanka
- Research the etymology of postlapsarian
- Read the Hippocratic Oath and discuss the implications of the oath

ESSENTIAL QUESTION: What is a sesquipedalian?

TASK: Continue to collect vocabulary and search for sesquipedalians

Standards:

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 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.

ELACC11-12L4: 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.

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

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELACC11-12L5: 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:

Read Ch. 4

Ch. 4 Vocabulary list

Amanuenses

Axiom

Capacious

Cham

Chauvinist

Consanguineous

Corollary

Ecumenical

Egregious

Encomiums

Fortnight

imprimatur

Magnitude

Malapropism

- Orthoepy
- Plaudits
- Polysyllabic
- Precepts
- Pretentious
- Prodigious
- Propriety
- Ruminant
- Sesquipedalian

- Read “Sesquipedalians” by Anne Fadiman. Challenge students to a game of word worm as described in the essay (see who can find the longest word).
- Discuss the Latin phrase “vade mecum,” literally “go with me,” a term for a handbook or an item someone carries with them
- Discuss the allusion to *Julius Caesar*, “unkindest cut”

ESSENTIAL QUESTION: Should English be fixed or fluid?

TASK: Analyze Jonathan Swift’s argument about fixing the language and examine his use of the language

Standards:

ELACC11-12RI2: 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.

ELACC11-12RI5: 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.

ELACC11-12RL4: 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.)

Instruction:

- Review Jonathan Swift's argument about "fixing" the English language as explained in Ch. 4
- Have students research the 40 Immortals in France, or give notes on the topic
- Read "A Beautiful Young Nymph Going to Bed" <http://andromeda.rutgers.edu/~jlynch/Texts/nymphbed.html> and "Strephon and Chloe" <http://andromeda.rutgers.edu/~jlynch/Texts/strephon.html>
- Swift, "Yahoo" http://www.huffingtonpost.com/mark-peters/made-up-words-neologism_b_703977.html#s134065&title=Catch22
- Make vocabulary lists to catalogue his diction
- Write an essay as a class, in small groups, or individually, analyzing Swift's diction and discuss how it relates to his feelings about the language

ESSENTIAL QUESTION: How are dictionaries created?

TASK: Research Samuel Johnson's dictionary; begin writing assessment 2

Standards:

ELACC11-12RI5: 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.

ELACC11-12L4: 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.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital

ELACC11-12SL4: 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 or formal and informal tasks.

Instruction:

Review Samuel Johnson's feelings about the English language and how they changed as he worked on his dictionary

Read examples of his definitions

Explore the online version of his dictionary

Introduce the paper topic

- Allow students to discuss and debate the topic in small groups as brainstorming
- Outline evidence for each argument as a class to help everyone get started

ESSENTIAL QUESTION: How did the creators of the OED organize their research?

TASK: Begin collecting vocabulary in the same format as the OED researchers

Standards:

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 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.

ELACC11-12L4: 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.

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

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

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

ELACC11-12L5: 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:

Read Ch. 5

Chapter 5 vocabulary journal

- Ch. 5 Vocabulary list
 - Abate
 - Astrakhan
 - Asylum
 - Credo
 - Desultory
 - Diktats
 - Dilatoriness
 - Ginger
 - Impertinence
 - Manque
 - Onerous
 - Poignant
 - Preternaturally
 - Prosaic
 - Dictionary
 - Elite vs. Democratic
- Have students study the note card format used by the OED researchers as explained in the chapter
- Students should research 10 words from their vocab lists and create note cards in the style of the OED researchers for each one. (Note: Students will use this format for the second part of their vocabulary journal project. Suggest purchasing index card boxes or jump rings to organize the notecards.)

ESSENTIAL QUESTION: How can you use a word – one word – to inspire a narrative?

TASK: Write a narrative using one word as the inspiration or theme

Standards:

ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation 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.

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

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

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

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

ELACC11-12W4: 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.)

ELACC11-12L4: 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.

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

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

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

Instruction:

- Narrative - Pick a word and write a story using it as a motif or part of a theme using the chapters of The Professor and the Madman as a model. Instruct students to pick a word they are very interested in because this story will become part of a larger project.
 1. Begin with the etymology and definition of the word in dictionary definition format.
 2. Develop characters and use their dialogue and characterization to make connections to your source word.
 3. Make sure you have a coherent structure.
 4. Use vivid imagery to support your interpretation of the word.
 5. The story must have a conclusion – no cliff hangers!
- Begin writing narratives in class
- Share and peer edit

ESSENTIAL QUESTION: How do the lives of the “professor” and the “madman” compare to our timeline of the English language?

TASK: Finish writing assessment 2

Standards:

ELACC11-12RI7: 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.

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing)

for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

ELACC11-12W6: 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.

Instruction:

- Make a timeline comparing the lives of the “Professor” and the “Madman”
- Return to the timeline of the English language created in the first module and add in significant moments related to the OED
- Culminating vocabulary journal assignment (for the 1st part). Options:
 - Vocabulary test
 - Vocabulary short story (require students to write a story using a required number of words)
 - Illustrated dictionary with a required number of words
- Peer edit writing assessment 2
- Revise and turn in final paper

PLANS FOR ASSESSMENT 3

Informative: What’s in a word? Visual Vocabulary Multimedia Presentation

Return to the word that inspired your short story, or select a new word. Create a multimedia presentation to bring the word to life. The final presentation should be between 3-5 minutes in length and must contain:

- Definition from OED
- Part of speech
- Related words
- 6-8 quotes with sources cited
 - at least one quote should be from an audio clip
 - at least one quote should be from a video clip
- At least three images (or video clips) that illustrate its meaning
- An excerpt from your short story (if applicable)
- The presentation should begin and end with the definition to tie it all together

Optional

Tragic or not tragic? Was the murder worth it? (Module 3)

In the first chapter of *The Professor and the Madman*, Winchester makes the claim that the murder of George Merrett was not “wholly tragic.” What is he referring to and what evidence does he use to support his argument? Throughout the course of the text, does he fully prove his argument? In an essay, trace the evidence Winchester uses to support his claim, and analyze the logic and rhetoric of each assertion to ultimately decide the validity of his claim.

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 I make my own vocabulary lists?

TASK: Begin collecting vocabulary words without teacher guidance (learn to look up/not skip over difficult words)

Standards:

ELACC11-12RI3: 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.

ELACC11-12RI4: 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).

ELACC11-12RI5: 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.

Instruction:

- Introduce part 2 of vocabulary journal: Students will begin creating notecards like the OED volunteers.
- For each chapter, they should research at least 10 words and catalogue them in the OED notecard style. Suggest that students purchase index card boxes or jump rings to organize their cards.
- Introduce the visual vocabulary assessment
- Read Ch. 6
- Discuss the etymology of “bedlam” and find quotes using the word
- Discuss the term “alienist” and connect it to the previous study of “alien”
- Discuss the meaning of “swell” and “swell block”
- Compare Dr. Minor during the day and Dr. Minor at night
- Discuss how Minor became involved in the OED project and the irony of how he found out about it

ESSENTIAL QUESTION: What is a madman?

TASK: Begin to analyze the madness of the madman

Standards:

ELACC11-12RI2: 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.

ELACC11-12RI3: 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.

ELACC11-12RI4: 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).

Instruction:

- Read Ch. 7
- Students should research at least 10 words from the chapter and create OED-style notecards
- Analyze the sketch of Dr. Minor included in the chapter. Does it fit the typical depiction of a madman? What clues, if any, betray his illness?
- Discuss the word “sea change” and its origin (Shakespeare) <http://www.phrases.org.uk/meanings/312800.html>
- Summarize Murray’s rules and instructions for collecting words
- Summarize and analyze Minor’s process for collecting words
 - Example here: <http://oed.com/public/contrib/contributors#minor>

- Ask students to define “art” without the use of a dictionary
- Share examples and discuss the difficulties of defining concepts that we understand yet cannot put into words

ESSENTIAL QUESTION: What complications arise when defining words?

TASK: Consider why words like “art” and “poor” can be so hard to define

Standards:

ELACC11-12RI3: 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.

ELACC11-12RI4: 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).

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

Instruction:

- Read Ch. 8
- Students should research at least 10 words from the chapter and create OED-style notecards
- Look at and discuss images of the scriptorium
 - http://www.classics.cam.ac.uk/cms_misc/media/large-images/lexicon-photos/Murray3.jpg
 - <http://oed.hertford.ox.ac.uk/main/images/stories/archive/photos/murray&staff2.jpg?PHPSESSID=712f6b2388ef513db20065f6a78642ba>
 - http://3.bp.blogspot.com/_HA0znfpVO9Q/TQ83YvnPzcl/AAAAAAAAAQE/k_r85eo1ASs/s1600/Murray_James.jpg
 - <http://upload.wikimedia.org/wikipedia/en/thumb/a/ac/James-Murray.jpg/225px-James-Murray.jpg>
 - <http://www.flickr.com/photos/stevecadman/5823291677/lightbox/>
- Discuss and summarize the rules for defining words
- Analyze the meaning of the quotation Minor contributed for “art”
- How can the reader explain or understand Minor’s need “*to feel involved*” as Winchester describes it?
- Return to the definitions of “poor” at the beginning of the chapter, and discuss which ones apply to Dr. Minor

ESSENTIAL QUESTION: Which is stranger: truth or fiction?

TASK: Compare the actual meeting of the “professor” and the “madman” to the sensationalized tale

Standards:

ELACC11-12RI3: 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.

ELACC11-12RL3: 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).

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Instruction:

- Read Ch. 9
- Students should research at least 10 words from the chapter and create OED-style notecards
- Discuss the term “denouement” and look at its place on the plot triangle
- Place events from the book on a plot triangle
- Predict what the denouement will be
- Compare the drawing of Broadmoor to actual images
- http://1.bp.blogspot.com/_Y5f92e5LEa8/SSWxKG4Ztcl/AAAAAAAAABQY/rO23itTmqJ/s400/Broadmoor.jpg
- <http://crowthorneheritage.co.uk/tag/broadmoor/>
- Compare the sensationalized version of the meeting of Murray and Minor to the actual tale.

ESSENTIAL QUESTION: How is Dr. Minor a tragic figure?

TASK: Compare the life of Minor to the arc of the tragic hero

Standards:

Instruction:

- Read Ch. 10
- Students should research at least 10 words from the chapter and create OED-style notecards
- Explain the allusion “a Pelion upon Ossa,” which relates to Greek mythology when the giants Otus and Ephialtes planned to storm Mount Olympus, they piled Mount Pelion upon Mount Ossa. Analyze what Winchester means by making this allusion.
- Is the end of Minor’s stay at Broadmoor and his release a triumph or tragedy?
- Analyze how Minor is characterized in the chapter by selecting examples of direct and indirect characterization.
- Discuss: Is Minor’s life a tragedy? Compare his life to the arc of the tragic hero

ESSENTIAL QUESTION: What are your favorite words?

TASK: Finish writing assessment 3 and begin presentations

Standards:

ELACC11-12SL2: 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.

ELACC11-12SL4: 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.

ELACC11-12SL5: 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.

Instruction:

- Read Ch. 11 and postscript

- Students should research at least 10 words from the chapter and create OED-style notecards
- Discuss whether or not Minor's illness was created by PTSD
- Read the definitions of Winchester's favorite words (included in the back of most books)
 - Philogyny
 - Tourbillion
 - Sainfoin
 - Terebinth
 - Loosestrife
 - Pellucid
 - Chance-medley
 - Cacoethes
 - Boustrophedon
- Students should create their own lists of 5-7 of their favorite words on a page in their vocabulary journals. They should define each word and include an illustrative quote.
- Begin presentations of visual vocabulary (Note: Instead of presenting all the projects in one day, you could use 3-5 presentations to begin each class)
- As students present their projects, their peers should record the words and definitions in their vocabulary journals

ESSENTIAL QUESTION: How do you define a tragedy?

TASK: Discuss whether or not the story of The Professor and the Madman was a tragedy

Standards:

ELACC11-12SL2: 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.

ELACC11-12SL4: 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 or formal and informal tasks.

ELACC11-12SL5: 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.

Instruction:

- Continue visual vocabulary presentations
- After finishing the book, discuss Winchester's perspective and tone when discussing the murder of George Merrett.
- Create an outline of his argument and ultimate point about the murder.
- Define and research the etymology of "tragic."
- Discuss:
 - Why does Winchester feel the need to comment on the murder of Merrett?
 - Would the book be better or worse if he treated the murder more objectively instead of trying to explain it?
 - Do you ultimately buy his assertion that the murder was not "wholly tragic"?
- Optional writing assessment: **Tragic or not tragic? Was the murder worth it?** In the first chapter of *The Professor and the Madman*, Winchester makes the claim that the murder of George Merrett was not "wholly tragic." What is he referring to and what evidence does he use to support his argument? Throughout the course of the text, does he fully prove his argument? In an essay, trace the evidence Winchester uses to support his claim,

and analyze the logic and rhetoric of each assertion to ultimately decide the validity of his claim.

ESSENTIAL QUESTION: What is the role of the dictionary in the digital era?

TASK: Compare the process of using a dictionary to the process of using the internet or an app

Standards:

ELACC11-12RI1: 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.

ELACC11-12RI2: 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.

ELACC11-12SL1: 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.

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.

Instruction:

- Continue visual vocabulary presentations
- Article – OED will not be printed again
<http://www.telegraph.co.uk/culture/books/booknews/7970391/Oxford-English-Dictionary-will-not-be-printed-again.html>
- Discuss how the internet has affected the English language
- What is the role of the dictionary in the digital era?
- Discuss the difference in thumbing through a large volume for a definition, typing the word into a search bar of an online dictionary, using a dictionary app, or verbally asking for a definition with a program like Siri. Would these new technologies be possible without the framework laid by the OED?

ESSENTIAL QUESTION: How has this unit affected your perception of language and the dictionary?

TASK: Reflect on this unit and how it changed or met your perceptions

Standards:

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. 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.

ELACC11-12L4: 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.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELACC11-12L5:** 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:

- Finish visual vocabulary presentations
- Ask students to turn in part 2 of their vocabulary journal, the OED-style notecards
- Make sure students write their names on each of their notecards.
- After collecting all of the notecards, jumble them up into a big pile.
- Have the class work together to sort the notecards into alphabetical order.
- Record which words were the most popular and discuss any words that only appear on one notecard.
- At the back of their vocabulary journal, students should write a reflection that discusses the following questions:
 - After learning the process used to create the OED and other dictionaries, did your opinion on these tools change?
 - What did you learn about language from reading *The Professor and the Madman*?
 - What did you learn from working on the vocabulary journal and visual vocabulary project?
 - Before this unit, how often did you look up unfamiliar words? Did you just ignore them?
 - Based on this unit, how will you approach unfamiliar vocabulary in the future and in college readings?
 - Based on what you've learned in this unit, what would you say to a friend or younger sibling about the importance of studying vocabulary?
- Allow students to share excerpts from their reflections.

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

Argumentative/Literary Analysis:

Writing assessment 4: Compare the treatment of madness in 3 texts read during the unit (*The Professor and the Madman* and any of the short stories). Define "madness" and related terms like "lunatic" and "insanity" and demonstrate how examples from the text fit that description. Then, analyze the treatment of madness and delusion in each text. Find examples of moments where the line between reality and illusion (or delusion) blurs. Is it constructive, destructive, or both? Ultimately, propose a unifying theme that links the treatment of and attitude towards "madness" in each text.

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: Is madness a creative or destructive force?

TASK: Research the link between madness and creativity

Standards:

ELACC11-12RI3: 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.

ELACC11-12SL1: 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.

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.

ELACC11-12SL2: 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.

Instruction:

- Begin by sharing the final paper topic with students to provide them with a focus as they begin to read the short stories
- Review the role of Dr. Minor and his madness in the Professor and the Madman
- Generate a list of famous people who struggled with mental illness
 - Vincent Van Gogh
 - Abraham Lincoln
 - Beethoven
 - Sylvia Plath
 - Kurt Cobain
 - Catherine Zeta Jones
 - Herschel Walker
- Or read the examples here: http://www.mentalhealthministries.net/links_resources/other_resources/famouspeople.pdf
- Discuss whether madness is seen as a creative or destructive force
- Ask whether there are any professions where madness could be beneficial
- Read:
 - "Creativity and Madness" <http://www.pri.org/stories/science/creativity-and-madness1563.html>
 - "The link between creativity and insanity" <http://science.howstuffworks.com/thinking-cap2.htm>
- Discuss how Dr. Minor's madness led to his work on the OED

ESSENTIAL QUESTION: How can you identify an unreliable narrator?

TASK: Read and discuss Poe's "Man of the Crowd"

Standards:

ELACC11-12RL3: 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).

ELACC11-12RL4: 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.)

ELACC11-12RL5: 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.

ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Instruction:

- Review and summarize stories by Edgar Allen Poe that students have read about in the past
- Read “Man of the Crowd”
- Students should take notes on vocabulary in their journals
- Discuss the role of madness in the story. Who is truly mad, the narrator or the man he follows? What evidence does the narrator have that the man is a criminal? Is there any evidence that the narrator is not to be trusted?
- Note that the story is set in London. Compare Poe’s description of the city with Winchester’s description of Lambeth at the beginning of The Professor and the Madman

ESSENTIAL QUESTION: How can you identify madness in a protagonist?

TASK: Read and discuss “The Swimmer”

Standards:

ELACC11-12RL1: 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.

ELACC11-12RL2: Determine two or more themes or central ideas of 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.

ELACC11-12RL3: 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).

ELACC11-12RL5: 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.

Instruction:

- Read and discuss “The Swimmer” by John Cheever
- Students should take notes on vocabulary in their journals
- Discuss the role of madness in the story. How does the description of the protagonist compare to the description of the stereotypical “madman”
- Identify the moment when you begin to doubt the protagonist’s sanity
- Watch the film if possible (available on Netflix). <http://www.imdb.com/title/tt0063663/>
- Compare the story and film
- Compare the protagonist of “The Swimmer” to the narrator of “Man of the Crowd”
- How does Cheever’s use of 2nd and 3rd person make his story different from Poe’s?

ESSENTIAL QUESTION: What makes a story a children’s story?

TASK: Read and discuss Rip Van Winkle

Standards:

ELACC11-12RL3: 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).

ELACC11-12RL7: 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 as well as one play by an American dramatist.)

ELACC11-12RL9: 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.

Instruction:

- Show students the image of Joseph Jefferson as Rip Van Winkle. Without giving them any explanation of the image, ask them to write a brief biography of the man in the picture. ([http://en.wikipedia.org/wiki/File:Joseph_Jefferson_as_Ripvanwinkle_by_Napoleon_SArony_\(1821-1896\).jpg](http://en.wikipedia.org/wiki/File:Joseph_Jefferson_as_Ripvanwinkle_by_Napoleon_SArony_(1821-1896).jpg))
- Allow students to share their biographies, and then explain it is an actor in the character of Rip Van Winkle. Allow students to share what they know about the story before reading it.
- Read “Rip van Winkle” by Washington Irving
- Students should take notes on vocabulary in their journals
- Discuss the beginning disclaimer. What purpose does it serve? Would the story change without it?
- After reading, discuss:
 - Why the story is often told to children. (Searching the story on amazon.com will show several illustrated versions.)
 - Which elements of the story make it similar to a children’s story and use textual evidence to support arguments.
 - Whether it is a tale for children or adults and use textual evidence to support arguments.
- Compare “Rip Van Winkle” to “The Swimmer” through a class discussion or writing assignment.
 - Both stories feature a protagonist who loses track of time, but one was possibly enchanted while the other is delusional.
 - How does the fairy-tale style narrative of “Rip Van Winkle” affect the reader’s comparison of the protagonist?
 - How does the reader’s perception of Van Winkle differ from the perception of the protagonist of “The Swimmer”?
 - Alcohol has a prominent role in both stories. How does it affect the protagonists? Is alcohol a symbol or is it used literally?

ESSENTIAL QUESTION: How does society treat madness in children?**TASK: Read and discuss “The Rocking Horse Winner”**

Standards:

ELACC11-12RL1: 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.

ELACC11-12RL2: Determine two or more themes or central ideas of 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.

ELACC11-12RL3: 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).

ELACC11-12RL5: 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.

Instruction:

- Read “The Rocking Horse Winner” by D.H. Lawrence (full story with discussion questions available here: www.mrtheilacker.com/rocking_horse_winner.doc)
- Students should take notes on vocabulary in their journals
- Identify and discuss details that show the protagonist, Paul, is mad
- Discuss whether Paul is innocent and naive or mad
- Discuss madness in children and brainstorm examples in popular culture
 - The Bad Seed
 - The Omen
 - Firestarter
- Compare the protagonist of “The Rocking Horse Winner” to a story of an actual child suffering from a mental illness. Jani Schofield was featured on Oprah in 2009. Read and discuss <http://www.latimes.com/features/health/la-he-schizophrenia29-2009jun29,0,4834892.story>

ESSENTIAL QUESTION: How do fictionalized accounts of madness compare to nonfiction accounts?

TASK: Compare the characters from the short stories to Dr. Minor

Standards:

ELACC11-12RI3: 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.

ELACC11-12RL3: 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).

ELACC11-12SL2: 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.

Instruction:

- Compare the madness in the short stories to the madness of Dr. Minor.
- Which character is the most similar to Dr. Minor?
- What is the difference in realistic tales of madness and fictionalized versions?
- Analyze depictions of madness and asylums in video clips
 - [One Flew Over The Cuckoo’s Nest](http://www.youtube.com/watch?v=DCUmINGae44) <http://www.youtube.com/watch?v=DCUmINGae44>
 - [Girl, Interrupted](http://www.youtube.com/watch?v=dW7tN9Lz77s) Trailer <http://www.youtube.com/watch?v=dW7tN9Lz77s>
 - N’Sync, “I Drive Myself Crazy” http://www.youtube.com/watch?v=ikl-4D_1s-c&feature=fvwrel
 - [Bedlam](http://www.youtube.com/watch?v=dy72y2jLV0c&feature=relmfu) (1946) <http://www.youtube.com/watch?v=dy72y2jLV0c&feature=relmfu>

ESSENTIAL QUESTION: How does my analysis of a story compare to a critical analysis?

TASK: Research critical analysis of stories in the unit

Standards:

ELACC11-12W7: 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.

ELACC11-12W8: 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.

ELACC11-12W9: 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 works American literature, including how two or more texts from the same period treat similar themes or topics”).

Instruction:

- Take students to the library and instruct them to use the available databases to find critical essays on the short stories read in the unit
- Students should work in small groups or partners.
- Assign each group one of the stories.
- Each group should find 2-3 articles, read them, and present their findings to the class.

ESSENTIAL QUESTION: Why is it important to define essential terms in an essay?**TASK: Practice defining words in topic sentences**

Standards:

ELACC11-12W1: 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.

b. 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.

c. 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.

ELACC11-12W4: 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.)

ELACC11-12SL3: 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.

Instruction:

- Introduce paper
- Stress the importance of defining terms used in the paper such as “madness”
- Discuss the importance of defining terms – what would happen if the author and the reader had different definitions of an essential word?
- Students should practice writing topic sentences that define words

- Write thesis statements
- Create outlines based on thesis statements

ESSENTIAL QUESTION: How do I write a strong thesis and integrate evidence to support it into my essay

TASK: Review thesis statements and focus on quote integration

Standards:

ELACC11-12L1: 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 English) as needed.

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

ELACC11-12L3: 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:

- Write rough drafts
- Writing workshops
 - Read peer essays looking for thesis statements
 - Students should nominate strong thesis statements for the class to review together
 - Examine examples of thesis statements from student papers and discuss what makes them work
- Review the fundamentals of quote integration
- Have students read each others papers checking for successful quote integration

ESSENTIAL QUESTION: How do I know when my essay is finished?

TASK: Final revision

Standards:

ELACC11-12W4: 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.)

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

ELACC11-12L6: 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 turn in their essays, instruct them to conduct one more revision.
- Discuss and create a checklist of signs a paper is finished.
- Brainstorm ways to revise work in college.
- Finish and submit papers