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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## **High School Topics English Language Arts 3 Curriculum**

**Course Description:** This course is designed to meet the needs of students who are ready to meet the challenges of an intensified study of literature, coupled with a variety of writing opportunities. The course is focused on the concepts of Author's Craft, Argumentation, Theme and Perspective, and Close Reading. Reading selections span from early American writers to contemporary authors, while the writing and oral presentations are designed to develop the student's critical thinking skills and ability to use the text to support interpretation. Enriched English Language Arts 3 (EELA 3) is intended for students who plan to take AP coursework and dual-credit coursework after completing EELA 3.

**Scope and Sequence:**

<b>Timeframe</b>	<b>Unit</b>	<b>Instructional Topics</b>
4.5 weeks (daily semester block) 9.5 weeks (split-block)	The Author's Craft	Topic 1: The Power of Culture Topic 2: The Power of Literary Heritage Topic 3: The Power of Words
4.5 weeks (daily semester block) 9 weeks (split-block)	Argumentation	Topic 1: The Power of Analysis Topic 2: The Power of Rhetoric Topic 3: The Power of Advocacy
4.5 weeks (daily semester block) 9 weeks (split-block)	Theme and Perspective	Topic 1: The Power of the Individual Topic 2: The Power of the Universal Human Experience Topic 3: The Power of One Voice Topic 4: The Power of Social Commentary
4.5 weeks (daily semester block) 9 weeks (split-block)	Close Reading	Topic 1: The Power of Reading to Teach Us about Life, Humanity, and the World Topic 2: The Power of Reading to Shape Our Own Opinions, Values, and Beliefs by Clarifying Our Own Identity Topic 3: The Power of Reading to Relate to Our Future as Well as Our Past

*\*This document contains the entire High School English Language Arts 3 curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School English Language Arts 3 Topics class.*

## Unit 1: The Author's Craft

**Subject:** English Language Arts 3

**Grade:** 11

**Name of Unit:** The Power of Words

**Length of Unit:** 4 ½ weeks (daily semester block) / 9 ½ weeks (split-block)

**Overview of Unit:** Words can incite us, inspire us, heal us, and build into change. This unit challenges students to examine the power of culture in shaping humanity, appreciate the tradition and steadfastness of literary heritage, and anticipate the power of words as presented through deliberate message, purpose, voice, syntax, and grammatical build. In turn, we will examine the shaping capacities our social and historical contexts hold for us.

Across Unit 1, students will thoroughly examine the concepts of author's purpose and its supporting craft. Reading literary and informational texts, students will cite textual evidence that documents an author's choice concerning text structure and word choice, and they will analyze how choices impact the overall meaning, tone, and aesthetic of the text.

Utilizing close-reading activities, students will use textual evidence from reading to synthesize writing and speech that analyze how an author's choices concerning development and relation of textual elements, specific word choices, and structure of the text create an aesthetic impact that convey the author's purpose.

### Priority Standards for unit:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.B: Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.
- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
- 11-12.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
  - b. Word choice, syntax, and style: a. Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
  - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - e. 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.
- 11-12.RI.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 11-12.RI.2.C: Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RL.2.C: Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.

**Supporting Standards for unit:**

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Work with peers: civil, democratic discussions	promote	Apply	3
decision-making	promote	Apply	3
clear goals and deadlines	set	Create	3
individual roles as needed	establish	Create	3
speaker's argument and claims	delineate	Evaluate	4
speaker's point of view, reasoning, stance, and evidence	evaluate	Evaluate	4
conversations	propel	Create	2
questions	posing	Create	2
questions	responding to	Evaluate	4
reasoning and evidence	probe	Analyze	3
full range of positions on a topic or issue	ensure	Understand	2
full range of positions on a topic or issue	hear	Understand	2
ideas and conclusions	clarify	Analyze	3
ideas and conclusions	verify	Understand	2
ideas and conclusions	challenge	Evaluate	4
divergent and creative perspectives	promote	Apply	3
appropriate presentations based on the task, audience, and purpose	plan	Create	3
appropriate presentations based on the task, audience, and purpose	deliver	Apply	3

strategic use of multimedia in presentations	make	Apply	3
understanding of findings, reasoning, and evidence	enhance	Evaluate	4
interest	add	Create	2
clear and distinct perspective	convey	Apply	3
a writing process	follow	Apply	3
clear and coherent writing	produce	Create	3
development, organization, style, and voice appropriate to the task, purpose, and audience	produce	Create	3
previously learned narrative, expository, and argumentative writing techniques	self-select	Apply	3
previously learned narrative, expository, and argumentative writing techniques	blend	Apply	3
conclusions	draw	Understand	2
by citing relevant and thorough textual evidence	infer	Understand	3
by citing relevant and thorough textual evidence	analyze	Evaluate	3
analysis of what the text says explicitly	support	Evaluate	3
inferences drawn from the text, including where the text leaves matters uncertain.	support	Understand	3
research	conduct	Apply	3
a question (including a self-generated question)	answer	Understand	2
a problem	solve	Evaluate	4
the inquiry when appropriate	narrow	Evaluate	3
the inquiry when appropriate	broaden	Evaluate	3
multiple relevant, credible sources, print and digital	gather	Evaluate	3
information using a standard citation system	integrate	Create	3
relevant information from multiple authoritative print and digital sources	gather	Evaluate	3
advanced searches effectively	use	Apply	3
the strengths and limitations of each source in terms of the task, purpose, and audience	assess	Evaluate	4
information into the text selectively	integrate	Create	3
the flow of ideas	maintain	Create	3
plagiarism and overreliance on any one source	avoid	Evaluate	4
a standard format for citation	follow	Apply	3
writing with consideration for the task, purpose, and audience	review	Analyze	3
writing with consideration for the task, purpose,	revise	Apply	3

and audience			
writing with consideration for the task, purpose, and audience	edit	Apply	3
the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings	Determine	Apply	2
context	Use	Apply	2
affixes	Use	Apply	1
reference materials	Use	Apply	1
how the author's word choice and use of syntax contribute to a text's overall meaning and tone	Evaluate	Apply	2
conclusions	Draw	Understand	2
what the text says	Infer	Understand	3
what the text says	Analyze	Analyze	3
relevant and thorough textual evidence	Cite	Evaluate	3
analysis of what the text says	Support	Evaluate	3
what the text says explicitly	Analyze	Understand	2
inferences drawn from the text, including where the text leaves matters uncertain.	Support	Analyze	3
the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	Analyze	Analyze	4
how an author's choices to structure specific parts of a text contribute to a text's overall meaning	Evaluate	Understand	3
how an author's choices to structure specific parts of a text contribute to its aesthetic impact.	Evaluate	Understand	3
how the author's word choices and use of syntax contribute to a text's overall meaning	Evaluate	Understand	3
how the author's word choices and use of syntax contribute to a text's tone	Evaluate	Understand	3
how the author's word choices and use of syntax contribute to a text's aesthetic impact	Evaluate	Understand	3

### **Essential Questions:**

1. Why do stories matter?
2. Why humans feel the need to share our stories?
3. How does our literary legacy impact present-day life?
4. How does popular culture shape literature?
5. How do the decisions we make affect the world around us?

6. How do the choices an author makes convey the author's purpose?
7. How does authorial word choice (diction) impact readers?

**Enduring Understanding/Big Ideas:**

1. Passing on stories tends to satisfy a common human desire for connection, survival, enrichment, inspiration, and more.
2. Composing stories tends to satisfy a common human desire to be remembered as an individual or society.
3. Our literary legacy brings to life our history as humans and satisfies a fundamental curiosity to know about past and origins.
4. The popular culture surrounding an author can create a context that can heavily impact the style and messages conveyed in present-day text.
5. Just as individuals impact the world around them in small or large ways, so do decisions of characters impact plot.
6. An author's purpose should be supported at all times by how he or she develops and relates characterization, setting, plot, structure of a text, manipulation of time, and tone.
7. Fresh, engaging, or beautiful words or phrases add to the aesthetic impact felt by readers.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Grammar Mechanics Oral Tradition Plot Rhetoric (Ethos, Logos, Pathos) Rhetorical Appeals Sentence Structure Syntax Voice	

**Resources for Vocabulary Development:** Use quality tools



## Topic 1: The Power of Culture

### **Engaging Experience 1**

**Title:** Exploring the Influence of Society on Cultural Texts

**Suggested Length of Time:** Three (3) 90-minute class periods

**Standards Addressed:**

*Priority:*

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

*Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

**Detailed Description/Instructions:** This experience sets the tone for the course's focus upon a culture's impact on its texts. Students will examine a variety of initial narrative works and their respective cultural contexts, recognizing and analyzing evidence of connections between stories and society through use of written reader response and Socratic Seminars. Contemporary anchor text examples may include "This I Believe" essays from 1950s or present, "Story Corps" stories based on events such as 9/11, or Tim O'Brien's "On the Rainy River" from *The Things They Carried*. Other accessible short story selections might include Flannery O'Connor's "A Good Man is Hard to Find," and Charlotte Perkins Gilman's "A Yellow Wallpaper." Teachers are encouraged to bring in added discussion of works of music and art (i.e. Bob Dylan's "It's Alright, Ma," images from American Realism, contemporary memes).

**Bloom's Levels:** Understand, Analyze, Evaluate

**Webb's DOK:** 3 and 4

## **Engaging Experience 2**

**Title:** Self-Examining Culture's Power to Shape Interests, Values, Beliefs

**Suggested Length of Time:** One (1) ninety-minute class period

**Standards Addressed:**

*Priority:*

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

*Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

**Detailed Description/Instructions:** This experience further sets the tone for the course's focus upon a culture's impact on its citizens' worldviews. Students will examine a variety of text excerpts that show development of a single author or character's value system. Teachers are encouraged to provide students with a list of authors to be encountered across the length of the course and encourage individual students to conduct independent webquests, so that they may ultimately one another through informal, multimedia presentations on the authors as the year and units progress. After examining the student's own societal backgrounds and value systems, students will use speech or writing to explore his or her own personal impacts felt by popular culture.

**Bloom's Levels:** Understand, Create

**Webb's DOK:** 2

### **Engaging Experience 3**

**Title:** Exploring the Relationship between Religion/Beliefs and Society

**Suggested Length of Time:** Two (2) ninety-minute class periods

#### **Standards Addressed**

##### *Priority:*

- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
- a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

##### *Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

**Detailed Description/Instructions:** Using methods of inquiry, students will examine one or more religious movements within their appropriate historical context(s) and analyze anchor texts for the same time periods for potential impacts by such movements. Teachers may wish to have students critically read and discuss anchor texts such as segment(s) of *The Crucible* (literary drama), Johnathan Edwards' "Sinners in the Hands of an Angry God" (sermon), Anne Bradstreet's "Upon the Burning of our House" and "To My Dear and Loving Husband" (poetry), as well as more timely texts connected to current events.

**Bloom's Levels:** Analyze, Create

**Webb's DOK:** 1 and 2

#### **Engaging Experience 4**

**Title:** Understanding Our Humanity's Representation in the World

**Suggested Length of Time:** Two (2) ninety-minute class periods

**Standards Addressed:**

##### *Priority:*

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.W.1.A: 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.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - e. 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.

##### *Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

**Detailed Description/Instructions:** Students will analyze the role that popular culture texts play in representing daily life across time periods. Additionally, they will discuss students' personal encounter with common literary themes (e.g. the quest for success, the discovery of self, the pursuit of dreams, etc.). Teachers are encouraged to surround students with examples of impressionable, historical media (art and music) juxtaposed with short, written texts of the same era. In response, teachers may choose to have students produce mini-presentations of present-day popular culture's artifacts that tend to be most impressionable now and/or in the future.

**Bloom's Levels:** Analyze, Apply, Create

**Webb's DOK:** 3 and 4

## Topic 2: The Power of Literary Heritage

### **Engaging Experience 1**

**Title:** Global Archetypes

**Suggested Length of Time:** Four (4) ninety-minute class periods

### **Standards Addressed:**

#### *Priority:*

- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
  - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - e. 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.
- 11-12.RL.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.W.1.A: 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.

#### *Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

**Detailed Description/Instructions:** Students will explore and analyze archetypal concepts through a variety of early American texts including but not limited to Native American myths and creation story paintings. Additionally, students may continue to encounter works of literary drama such as Arthur Miller's *The Crucible*. In conjunction with the analysis of literary stereotypes, students are encouraged to discuss online or in person meaningful conjectures based on the text.

**Bloom's Levels:** Analyze, Evaluate, Understand, Apply

**Webb's DOK:** 3 and 4

## **Engaging Experience 2**

**Title:** Honoring the Past

**Suggested Length of Time:** Two (2) ninety-minute class periods

**Standards Addressed:**

### *Priority:*

- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

### *Supporting:*

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

**Detailed Description/Instructions:** Students will explore and defend the power of storytelling as a way of remembering. Anchor texts may include elements of the oral tradition as well as encounters with variety of epistolary correspondence, narrative journals, visual art, and recordings, analyzing prevalent themes and drawing parallels to contemporary composition. Teachers may wish to encourage students to utilize resources such as the Library of Congress' American Memory website and focus on early archives of items such as slave narratives, Native American or colonial speeches, personal diaries and letters of early American settlers, etc. While encountering these texts, students will want to recognize messages and themes that preserve timely themes of the cultures that produced them. Ultimately, students will share out their findings via presentation or discussion board as a class.

**Topics Modification:** Pull different anchor texts to use with students rather than the ones mentioned above.

**Bloom's Levels:** Apply, Analyze, Create, Evaluate

**Webb's DOK:** 2, 3, and 4

### **Engaging Experience 3**

**Title:** Speaking to the Future

**Suggested Length of Time:** Three (3) ninety-minute class periods

**Standards Addressed**

*Priority:*

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

*Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

**Detailed Description/Instructions:** Building upon one's own literary heritage, each student will produce a personal narrative (i.e. "This I Believe") exploring the development of a personal tenet he/she considers foundational to his/her way of life. In appreciation of literature's oral tradition of the past and a symbol for its place in the future, students will be encouraged to record a personal reading of the essay and share with the class at large. Sharing these as a class is a great way to foster added community bonds.

**Bloom's Levels:** Apply, Analyze, Create

**Webb's DOK:** 3 and 4



## Topic 3: The Power of Words

### **Engaging Experience 1**

**Title:** Evaluating Purpose and Message

**Suggested Length of Time:** Two (2) ninety-minute class periods

**Standards Addressed:**

*Priority:*

- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

*Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

**Detailed Description/Instructions:** Students will explore the rhetorical appeals and recognize them in present-day text. Ultimately, students will access particularly powerful segments of documentary film, advertisements, photography, art, or song from colonial or early American texts to analyze (through discussion and informational presentation) authorial intent and context, as well as historical impact on its surrounding audience. Examples may include but not be limited to *The Narrative of the Life of Frederick Douglass*.

**Bloom's Levels:** Apply, Analyze, Evaluate, Create

**Webb's DOK:** 4

### **Engaging Experience 2**

**Title:** Grammar as Rhetoric

**Suggested Length of Time:** One (1) ninety-minute class period

**Standards Addressed:**

*Priority:*

- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.

*Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

**Detailed Description/Instructions:** Students will encounter Robert Hayden’s poem “Frederick Douglass” and analyze with the added insight of literary critic Robert Pinsky’s analysis (“[Rhetoric That is Not Rhetoric: Robert Hayden’s ‘Frederick Douglass’](#)”). In response, students will be encouraged to critically read and discuss the work aloud and through written analysis and reflection, focusing notably on words that most appeal to ethos, logos, and pathos. Teachers may elect to have students respond to the poem in writing with their own purposefully structured poem responding to a contemporary or historical figure of significance.

**Bloom’s Levels:** Understand, Apply, Analyze

**Webb’s DOK:** 2, 3 and 4

### **Engaging Experience 3**

**Title:** Mechanics in Action

**Suggested Length of Time:** \*Two (2) ninety-minute class periods [*\*Time NOT counted toward unit time-span; may be completed at any point throughout the term.*]

**Standards Addressed:**

*Priority:*

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
- 11-12.RI.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

*Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

**Detailed Description/Instructions:** Using the ACT English assessment in addition to examination of self-produced writing, students will practice strategies for appropriate use of mechanics in practice.

**Bloom’s Levels:** Recall, Understanding, Apply, and Develop

**Webb’s DOK:** 1, 2, and 3

### **Engaging Experience 4**

**Title:** Syntax and Sentence Structure

**Suggested Length of Time:** One (1) ninety-minute class period

**Standards Addressed:**

*Priority:*

- 11-12.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12 RL.2.D: Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.

*Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

**Detailed Description/Instructions:** Students will analyze a variety of narrative and/or argumentative texts focusing on the relationship between sentence length and the intensity of tone or pace encountered in the reading experience. Teachers may choose to work with contemporary narrative works such as the opening chapter to *Let the Great World Spin* by Colum McCann, or political works such *The Declaration of Independence*, Patrick Henry's Speech to the Second Virginia Convention, Thomas Paine's *The Crisis, No. 1*. Students are encouraged to adapt the syntax and sentence structure within these examples to analyze the impact upon the text's rhetorical effectiveness.

**Bloom's Levels:** Understand, Apply, Analyze, Evaluate, Create

**Webb's DOK:** 2 and 3

### **Engaging Experience 5**

**Title:** Voice and Connotation

**Suggested Length of Time:** One (1) ninety-minute class period

**Standards Addressed:**

*Priority:*

- 11-12 RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

*Supporting:*

- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.

**Detailed Description/Instructions:** Building off the students' knowledge of syntax and sentence structure, students will reexamine works from Experience 4, this time assessing the anchor texts for possible relationships between the original audience's receptability to change and the author's voice. Students will reflect in writing and conversation upon the prior tone and word choice used to accomplish various goals based on audience.

**Bloom's Levels:** Understand, Analyze, Create

**Webb's DOK:** 2 and 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Example 1: Selecting two voices from American texts encountered thus far, students will work together in groups to produce a Story Corps podcast that sets two literary voices (real or imagined) into conversation about their ideals and experiences. The voices will refer to goals of their published work(s), discuss strategies employed and ultimate effectiveness, and ask one another questions to foster further analysis and inference.

Example 2: Students will produce podcast stemming off of their “This I Believe” essay that analyzes what elements of the work is composed deserves to be lasting within our literary canon. They will also discuss what should be improved about the piece, what experiences might be useful in making the piece more in-depth or timeless, and discuss what strategies were employed to reach the target audience and how effective they believe these to be.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Power of Culture	Exploring the Influence of Society on Cultural Texts	<p>This experience sets the tone for the course's focus upon a culture's impact on its texts. Students will examine a variety of initial narrative works and their respective cultural contexts, recognizing and analyzing evidence of connections between stories and society through use of written reader response and Socratic Seminars. Contemporary anchor text examples may include "This I Believe" essays from 1950s or present, "Story Corps" stories based on events such as 9/11, or Tim O'Brien's "On the Rainy River" from <i>The Things They Carried</i>. Other accessible short story selections might include Flannery O'Connor's "A Good Man is Hard to Find," and Charlotte Perkins Gilman's "A Yellow Wallpaper." Teachers are encouraged to bring in added discussion of works of music and art (i.e. Bob Dylan's "It's Alright, Ma," images from American Realism, contemporary memes).</p>	Three (3) 90-minute class periods
The Power of Culture	Self-Examining Culture's Power to Shape Interests, Values, Beliefs	<p>This experience further sets the tone for the course's focus upon a culture's impact on its citizens' worldviews. Students will examine a variety of text excerpts that show development of a single author or character's value system. Teachers are encouraged to provide students with a list of authors to be encountered across the length of the course and encourage individual students to conduct independent webquests, so that they may ultimately one</p>	One (1) ninety-minute class period

		another through informal, multimedia presentations on the authors as the year and units progress. After examining the student's own societal backgrounds and value systems, students will use speech or writing to explore his or her own personal impacts felt by popular culture.	
The Power of Culture	Exploring the Relationship Between Religion/Beliefs and Society	Using methods of inquiry, students will examine one or more religious movements within their appropriate historical context(s) and analyze anchor texts for the same time periods for potential impacts by such movements. Teachers may wish to have students critically read and discuss anchor texts such as segment(s) of <i>The Crucible</i> (literary drama), Johnathan Edwards' "Sinners in the Hands of an Angry God" (sermon), Anne Bradstreet's "Upon the Burning of our House" and "To My Dear and Loving Husband" (poetry), as well as more timely texts connected to current events.	Two (2) ninety-minute class periods
The Power of Culture	Understanding Our Humanity's Representation in the World	Students will analyze the role that popular culture texts play in representing daily life across time periods. Additionally, they will discuss students' personal encounter with common literary themes (e.g. the quest for success, the discovery of self, the pursuit of dreams, etc.). Teachers are encouraged to surround students with examples of impressionable, historical media (art and music) juxtaposed with short, written texts of the same era. In response, teachers may choose to have students produce mini-presentations of present-day popular culture's artifacts that tend to be most impressionable now and/or in the future.	Two (2) ninety-minute class periods
The Power	Global	Students will explore and analyze archetypal	Four (4)

of Literary Heritage	Archetypes	<p>concepts through a variety of early American texts including but not limited to Native American myths and creation story paintings. Additionally, students may continue to encounter works of literary drama such as Arthur Miller's <i>The Crucible</i>. In conjunction with the analysis of literary stereotypes, students are encouraged to discuss online or in person meaningful conjectures based on the text.</p>	ninety-minute class periods
The Power of Literary Heritage	Honoring the Past	<p>Students will explore and defend the power of storytelling as a way of remembering. Anchor texts may include elements of the oral tradition as well as encounters with variety of epistolary correspondence, narrative journals, visual art, and recordings, analyzing prevalent themes and drawing parallels to contemporary composition. Teachers may wish to encourage students to utilize resources such as the Library of Congress' <u>American Memory</u> website and focus on early archives of items such as slave narratives, Native American or colonial speeches, personal diaries and letters of early American settlers, etc. While encountering these texts, students will want to recognize messages and themes that preserve timely themes of the cultures that produced them.</p>	Two (2) ninety-minute class periods
The Power of Literary Heritage	Speaking to the Future	<p>Building upon one's own literary heritage, each student will produce a personal narrative (i.e. "This I Believe") exploring the development of a personal tenet he/she considers foundational to his/her way of life. In appreciation of literature's oral tradition of the past and a symbol for its place in the future, students will be encouraged to record a personal reading of the essay and share with the class at large.</p>	Three (3) ninety-minute class periods

The Power of Words	Evaluating Purpose and Message	Students will explore the rhetorical appeals and recognize them in present-day text. Ultimately, students will access particularly powerful segments of documentary film, advertisements, photography, art, or song from colonial or early American texts to analyze (through discussion and informational presentation) authorial intent and context, as well as historical impact on its surrounding audience. Examples may include but not be limited to <i>The Narrative of the Life of Frederick Douglass</i> .	Two (2) ninety-minute class periods
The Power of Words	Grammar as Rhetoric	Students will encounter Robert Hayden’s poem “Frederick Douglass” and analyze with the added insight of literary critic Robert Pinsky’s analysis (“ <a href="#">Rhetoric That is Not Rhetoric: Robert Hayden’s ‘Frederick Douglass’</a> ”). In response, students will be encouraged to critically read and discuss the work aloud and through written analysis and reflection, focusing notably on words that most appeal to ethos, logos, and pathos. Teachers may elect to have students respond to the poem in writing with their own purposefully structured poem responding to a contemporary or historical figure of significance.	One (1) ninety-minute class period
The Power of Words	Mechanics in Action	Using the ACT English assessment in addition to examination of self-produced writing, students will practice strategies for appropriate use of mechanics in practice. <b>[*Time NOT counted toward unit time-span; may be completed at any point throughout the term.]</b>	*Two (2) ninety-minute class periods
The Power of Words	Syntax and Sentence Structure	Students will analyze a variety of narrative and/or argumentative texts focusing on the relationship between sentence length and the intensity of tone or pace encountered in the	One (1) ninety-minute class period



		<p>reading experience. Teachers may choose to work with contemporary narrative works such as the opening chapter to <i>Let the Great World Spin</i> by Colum McCann, or political works such <i>The Declaration of Independence</i>, Patrick Henry’s Speech to the Second Virginia Convention, Thomas Paine’s <i>The Crisis, No. 1</i>. Students are encourage to adapt the syntax and sentence structure within these examples to analyze the impact upon the text’s rhetorical effectiveness.</p>	
The Power of Words	Voice and Connotation	<p>Building off the students’ knowledge of syntax and sentence structure, students will reexamine works from Experience 4, this time assessing the anchor texts for possible relationships between the original audience’s receptability to change and the author’s voice. Students will reflect in writing and conversation upon the prior tone and word choice used to accomplish various goals based on audience.</p>	One (1) ninety-minute class period

## Unit 2: Argumentation

**Subject:** English

**Grade:** 11

**Name of Unit:** Argumentation

**Length of Unit:** 9 weeks

**Overview of Unit:** In this unit, students will thoroughly examine the concept of argumentation. Students will cite textual evidence that documents the analysis and evaluation of an author's argument, paying close attention to how style and content contribute to the argument's power, persuasiveness, or beauty. Students will read literary and informational text. During these close-reading activities, students will cite textual evidence for the reading tasks. Students will also synthesize information for a key writing task: an argumentative piece. In this essay, students will argue why they agree or disagree with an issue, being sure to integrate valid reasoning. Students will address the issue, develop claims and counterclaims, and objectively address both sides of the issue. Last, students will then complete an inquiry task to research an issue. They will record their findings to use during a presentation task: such as a mock trial, Socratic seminar, or debate.

### Priority Standards for unit:

- 11-12.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

- b. Word choice, syntax, and style: a. Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
  - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - e. 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.
- 11-12.RI.2.C: Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
  - 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
  - 11-12.RI.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
  - 11-12.RI.2.D: Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
  - 11-12.RI.2.B: Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.

#### **Supporting Standards for unit:**

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.B: Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

- 11-12.SL.1.C: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 11-12.RI.3.B: Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.SL.2.B: Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- TT.AB.J.15: Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
two or more central/main ideas in a text	Explain	Analyze	3
two or more central/main ideas' development throughout the text	Analyze	Analyze	3
the central ideas to human nature and the world	Relate	Analyze	3
the text objectively	Summarize	Understand	2
the text concisely	Summarize	Understand	2
research to answer a question (including a self-generated question)	Conduct	Analyze	4
a problem	Solve	Evaluate	4
an inquiry when appropriate	Narrow	Evaluate	4
an inquiry when appropriate	Broaden	Evaluate	4
multiple relevant, credible sources, print and digital;	Gather	Evaluate	4
information using a standard citation system	Integrate	Apply	2
relevant information from multiple authoritative print and digital sources	Gather	Evaluate	4
use advanced searches effectively	Conduct	Apply	3
assess the strengths and limitations of each source in terms of the task, purpose, and audience	Assess	Evaluate	4
information into the text	Integrate	Create	3
selectively to maintain the flow of ideas	Critique	Evaluate	3
avoid plagiarism and overreliance on any one source	Evaluate	Evaluate	4
follow a standard format for citation	Cite	Understand	2
an author's argument and reasoning for effectiveness	Evaluate	Evaluate	4
an author's argument and reasoning for validity	Evaluate	Evaluate	4
an author's argument and reasoning for logic	Evaluate	Evaluate	4
an author's argument and reasoning for credibility	Evaluate	Evaluate	4
an author's argument and reasoning for	Evaluate	Evaluate	4

relevance of the evidence.			
a text in which the author's point of view is not obvious	Analyze	Analyze	3
what is directly stated in a text	Analyze	Analyze	3
what is implied in a text	Analyze	Analyze	3
how an author's choices to structure specific parts of a text contribute to a text's overall meaning.	Evaluate	Analyze	3
how an author's choices to structure specific parts of a text contribute to a text's aesthetic impact.	Evaluate	Analyze	3
an author's argument and reasoning for effectiveness	Evaluate	Evaluate	4
an author's argument and reasoning for validity	Evaluate	Evaluate	4
an author's argument and reasoning for logic.	Evaluate	Evaluate	4
an author's argument and reasoning for credibility	Evaluate	Evaluate	4
an author's argument and reasoning for relevance of the evidence.	Evaluate	Evaluate	4
conclusions	draw	Understand	2
by citing relevant and thorough textual evidence	infer	Understand	3
by citing relevant and thorough textual evidence	analyze	Evaluate	3
analysis of what the text says explicitly	support	Evaluate	3
inferences drawn from the text, including where the text leaves matters uncertain.	support	Understand	3
a writing process	follow	Apply	3
clear and coherent writing	produce	Create	3
development, organization, style, and voice appropriate to the task, purpose, and audience	produce	Create	3
previously learned narrative, expository, and argumentative writing techniques	self-select	Apply	3
previously learned narrative,	blend	Apply	3

expository, and argumentative writing techniques			
how the author's word choices and use of syntax contribute to a text's tone	Evaluate	Understand	3
how an author's choices to structure specific parts of a text contribute to its aesthetic impact.	Evaluate	Understand	3
writing with consideration for the task, purpose, and audience	review	Analyze	3
writing with consideration for the task, purpose, and audience	revise	Apply	3
writing with consideration for the task, purpose, and audience	edit	Apply	3

### **Essential Questions:**

Students will keep considering . . .

1. How does one's actions reflect upon them?
2. How did the use of argument help to found political and social movements throughout American history?
3. Has the speaker or writer maintained credibility while offering logical reasoning?

### **Enduring Understanding/Big Ideas:**

Students will understand that . . .

1. One displays personal and professional integrity by demonstrating leadership, effective decision-making, and ethical management skills.
2. Argument is a foundational element in politics and culture.
3. When crafting an argument, one must be particularly cognizant of his or her use of rhetoric.

### **Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<ol style="list-style-type: none"> <li>1. reading</li> <li>2. writing</li> <li>3. speaking</li> <li>4. listening</li> <li>5. thinking</li> </ol>	<ol style="list-style-type: none"> <li>1. central idea</li> <li>2. figurative versus connotative versus technical meaning</li> <li>3. the impact of diction</li> <li>4. claim versus counterclaim</li> <li>5. point of view</li> <li>6. rhetoric</li> <li>7. argument</li> </ol>

	8. valid versus invalid reasoning 9. relevant, sufficient evidence versus irrelevant, insufficient evidence 10. context clues versus reference consultation 11. complex or contested usage of conventions of standard English
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**Resources for Vocabulary Development:**

Please see the standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects--Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms



## Topic 1: The Power of Analysis

### **Engaging Experience**

**Title:** The Power of Analysis--Reading Critically and Analytically

**Suggested Length of Time:** 3 weeks

### **Standards Addressed:**

#### *Priority:*

- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.C: Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.RI.2.A: Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.2.B: Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.

#### *Supporting:*

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.C: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 11-12.SL.1.B: Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.

**Detailed Description/Instructions:** Students choose evidence from the text to delineate the author's argument and specific claims, identify false statements and fallacious reasoning, and assess whether the reasoning is valid and the evidence is relevant and sufficient. Use graphic organizers (thinking map, tree map, and so on) to record textual evidence that delineates the author's argument and specific claims and reasoning. Students also need to evaluate the author's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, tone used, application of rhetorical strategies and

use of logical reasoning. (Individual graphic organizers should be completed, one for each of the texts analyzed in the unit.)

**Bloom's Levels:** Synthesis

**Webb's DOK:** 4

**Rubric:** Establish criteria for graphic organizers that assess whether students meet the expectations of the reading standards for literature and informational text. Other evidence may also be used formatively; for example, on-demand reading and writing assessment, which assesses whether students can read “new” text and apply the same level of understanding and mastery of the standards.

## Topic 2: The Power of Rhetoric

### **Engaging Experience**

**Title:** The Power of Rhetoric--Writing Critically and Analytically

**Suggested Length of Time:** 3 weeks

### **Standards Addressed:**

#### *Priority:*

- 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.
- 11-12.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
  - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
  - e. 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.
- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.

**Supporting:**

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- TT.AB.J.15: Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

**Detailed Description/Instructions:** In writing, students argue ways to resolve or improve a community issue/problem they have researched. Begin with a precise, knowledgeable claim. Include a debatable thesis. Students should develop claim(s) and counterclaim(s) objectively addressing both sides of the issue. Follow guidelines for writing an argument essay. One or more possible solutions are developed.

**Bloom's Levels:** Synthesis

**Webb's DOK:** 4

**Rubric:** Use the Park Hill School District's Argumentative Writing Rubric--or an appropriately modified version of it.

## Topic 3: The Power of Advocacy

### **Engaging Experience**

**Title:** The Power of Advocacy--Research, Inquiry, and Delivery

**Suggested Length of Time:** 3 weeks

### **Standards Addressed:**

#### *Priority:*

- 11-12.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - e. 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.
- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

#### *Supporting:*

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.1.B: Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.

- 11-12.SL.1.C: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- TT.AB.J.15: Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

**Detailed Description/Instructions:** Students will research an issue with historical, social, or economic implications for the United States. For example, there are many historically significant U.S. Supreme Court cases to examine. Students should examine both sides of an issue in order to delineate the arguments of both sides and to evaluate the points of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, tone used, application of rhetorical strategies, and use of logical reasoning. Students will also participate in a presentation task--such as a mock trial, Socratic seminar, or debate--on the issue(s) discovered during the research and inquiry task. Students deliver presentations in clear and concise language that highlights key details, results, or supporting evidence in a logical way. Students also pose and respond to specific questions with elaboration and detail.

**Bloom's Levels:** Create

**Webb's DOK:** 4

**Rubric:** Establish criteria for the mini research assignment that assesses a student's ability to apply understanding of the "essential questions" to other text, their lives, and/or the real world. Establish criteria for the presentation that assesses a student's ability to participate in academic conversations and collaborations.

## Engaging Scenario

**Engaging Scenario** (An engaging scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.)

A mini research assignment that assesses a student's ability to apply understandings of the "essential questions" to other text, their lives, and/or the real world. A presentation that assesses a student's ability to participate in academic conversations and collaborations.

**Rubric for Engaging Scenario:**

Establish criteria for the mini research assignment that assesses a student's ability to apply understanding of the "essential questions" to other text, their lives, and/or the real world.

Establish criteria for the presentation that assesses a student's ability to participate in academic conversations and collaborations.



## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Power of Analysis	The Power of Analysis-- Reading Critically and Analytically	Graphic organizers that assess whether students meet the expectations of the CCSS reading standards for literature and informational text. Other evidence may also be used formatively; for example, on-demand reading and writing assessment, which assesses whether students can read “new” text and apply the same level of understanding and mastery of the CCSS.	3 weeks
The Power of Rhetoric	The Power of Rhetoric-- Writing Critically and Analytically	An essay that assesses whether students meet the expectations of the specific genre type while demonstrating understanding of the unit focus.	3 weeks
The Power of Advocacy	The Power of Advocacy-- Research, Inquiry, and Delivery	A mini research assignment that assesses a student’s ability to apply understanding of the “essential questions” to other text, their lives, and/or the real world. A presentation that assesses a student’s ability to participate in academic conversations and collaborations.	3 weeks

## Unit 3: Theme and Perspective

**Subject:** ELA

**Grade:** 11

**Name of Unit:** Theme and Perspective

**Length of Unit:** 4 ½ weeks of semester class or 9 weeks of a yearlong class (90-minute block)

**Overview of Unit:** In this unit, students will deepen their knowledge of the concepts of theme and the perspective even further by having to analyze more than one theme within one text. Students will also begin to determine an author's point of view by distinguishing what is directly stated in a text from what is implied, scrutinizing satire, sarcasm and irony, or understatement. Students will read literary and informational texts. During these close reading activities, students will cite textual evidence, ask questions of the text, and formulate their own interpretations of the author's purpose and intent. Experiences may include narrative, short story, poetry, advertising, visual text, etc.

### Priority Standards for unit:

- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.]
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
  - b. Word choice, syntax, and style: a. Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
  - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

- e. 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.
- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.B: Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

#### **Supporting Standards:**

- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.SL.1.C: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 11-12.RL.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.3.D: Read and comprehend informational text independently and proficiently.
- 11-12.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.3.B: Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
audibly	Speak	Apply	1
to the point	Speak	Apply	2
using conventions of language as appropriate to task, purpose, and audience when presenting	Speak	Apply	3
fluently	Articulate	Apply	1
clearly	Articulate	Apply	1
volume, pitch, and pace strategically	Vary	Apply	2
listeners consistently	Engage	Apply	3
a case	Analyze	Analyze	3
point of view	Recognize	Analyze	3
what is directly stated in a text from what is implied.	Distinguish	Analyze	3
appropriate text	Select	Evaluate	4
two or more themes in a text	Determine	Analyze	3
two or more themes' development throughout the text	Analyze	Analyze	3
themes to human nature	Relate	Evaluate	4
themes to the world	Relate	Evaluate	4
the text objectively	Summarize	Understand	2
the text concisely	Summarize	Understand	2
two or more central/main ideas in a text	Explain	Analyze	3
two or more central/main ideas' development throughout the text	Analyze	Analyze	3
the central ideas to human nature and the world	Relate	Analyze	3
conclusions	draw	Understand	2

by citing relevant and thorough textual evidence	infer	Understand	3
by citing relevant and thorough textual evidence	analyze	Evaluate	3
analysis of what the text says explicitly	support	Evaluate	3
inferences drawn from the text, including where the text leaves matters uncertain.	support	Understand	3
writing with consideration for the task, purpose, and audience	review	Analyze	3
writing with consideration for the task, purpose, and audience	revise	Apply	3
writing with consideration for the task, purpose, and audience	edit	Apply	3

### **Essential Questions:**

1. How does time and place affect an analysis of the themes of individualism in a work?
2. What makes someone (nonfictional or fictional) memorable?
3. How can value be obtained in encountering hardships, obstacles, or challenges?
4. How are the lessons learned by individuals able to fuel greater understandings of societies or people over time?
5. What motivates individuals and how can personal motivation work to create conflict or solve conflict?
6. How do choices of an individual impact others?
7. How do choices of an individual result in lasting results/effects on a greater population?
8. How does point of view, purpose, motive, or message shape the content and style of a text?
9. What elements of argument/rhetorical choice contribute to effective change of action, belief, opinion, or attitude?
10. How do collaborative, self-directed learners read and respond meaningfully to text?

### **Enduring Understanding/Big Ideas:**

1. Place and time (e.g. past, present, or future) establish impressionable context for textual works and their analysis.
2. Elements of delivery such as voice, message, and pacing impact rhetorical appeal and legacy of written word.
3. When powerfully written, stories have the power to inspire valuable introspection in a reader (i.e. stories in which adversity is overcome may encourage readers to apply introspection to their own personal struggles).

4. Many themes embodied by text are universally applicable to the surrounding world.
5. Intrinsic and extrinsic motivators have the power to create or resolve conflict.
6. Characters may be impacted heavily by simple or complex choices made by a single character.
7. Plot may be impacted heavily by simple or complex choices made by a single character.
8. Rhetoric is shaped directly by the motive behind a character's message and can be adapted to fit a variety of purposes.
9. Speakers must adapt ethos, logos, and pathos to a given audience in order to inspire shifts of thinking or action.
10. Collaborative, self-directed leaders read and respond deeply to a wide array of text in order foster a deeper understanding of the human experience.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
interpreting citing comparing describing analyzing evaluating inferencing concluding identifying communicating researching reasoning	Plot Theme or central idea Point of View Satire Sarcasm Irony Understatement Syntax/word choice

**Resources for Vocabulary Development:** Use quality tools

## Topic 1: The Power of the Individual

*Preface: Teacher should lead students through an intro of Romanticism to reinforce concepts of the period. In the 1830's, America began to experience the impact of the Romantic Movement that was transforming European civilization. Like the European movement of which it was an offshoot, American Romanticism was in a broad sense a new attitude toward nature, humanity, and society that espoused individualism and freedom. Many trends characterized American Romanticism. Among the most important are the following:*

- *An impulse toward reform in respect of the individual (temperance, women's rights, abolition of slavery)*
- *A celebration of individualism (Emerson, Thoreau)*
- *An individual's reverence for nature (Cooper, Emerson, Thoreau)*
- *A concern with the impact of new technology on the individual (locomotive)*
- *An idealization of women*
- *A fascination with death and the supernatural as it relates to the individual (Hawthorne, Poe)*

*These common characteristics should be linked to Essential Questions of the unit.*

### **Important Writers**

- *Ralph Waldo Emerson (1803-1882): Self-Reliance*
- *Henry David Thoreau (1817-1862): Walden, Civil Disobedience*
- *Washington Irving (1783-1859): The Devil and Tom Walker, Rip Van Winkle Tales*
- *Edgar Allan Poe (1809-1849): The Pit and the Pendulum, The Masque of the Red Death, The Raven and many many more*
- *Nathaniel Hawthorne (1804-1864) The Scarlet Letter, The House of the Seven Gables, Doctor Heidegger's Experiment, Young Goodman Brown*

### **Engaging Experience 1**

**Title:** The Search for Identity

**Suggested Length of Time:** 3- 90-minute class periods

**Standards Addressed:**

*Priority:*

- 11-12.RI.1A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

*Supporting:*

- 11-12.SL.1.C: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Detailed Description/Instructions: Focus on American Romanticism and the Individual**

Students use art and poetry to explore and understand major characteristics of the Romantic period. Consider use of images of work of painters like [Thomas Cole](#), [Albert Bierstadt](#) and [Frederic Edwin Church](#). Students are introduced to the historical, societal, and literary characteristics of the Romantic period. Use examples of visual text and written text in these lessons. The [Characteristics of Romanticism](#) should be explored in the visual works.

Choose your own or consult these for examples (images with a human form in the midst of nature, gothic, spiritual elements): [Example 1](#), [Example 2](#), [Example 3](#), [Example 4](#), [Example 5](#)

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

**Engaging Experience 2**

**Title:** The Pursuit of Dreams and the Individual

**Suggested Length of Time:** 3 ninety-minute class periods

**Standards Addressed:**

*Priority:*

- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.B: Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.



a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

*Supporting:*

- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Detailed Description/Instructions:**

Teacher should lead students to complete a literary analysis of Longfellow's poem "The Psalm of Life," <http://www.poetryfoundation.org/poem/173910> using their knowledge of the power of the individual and the role of pursuing one's dream. Apply this to the overall understanding of Romantic characteristics to classify the poem as Romantic.

Refer back to the [Characteristics of Romanticism](#) handout.

- Distribute the [Is It Romantic?](#) chart to complete in pairs or groups. Have students complete the chart by recording examples from Longfellow's poem that illustrate characteristics of the Romantic period in the first column. In the second column they should explain how each example fits the Romantic characteristic (text support from the work). This requires text support.
- After students complete the analysis, discuss as a class or in small groups the characteristics of the poem that qualify the work as Romantic. If students work in small groups, have them record their responses and report back to the class. Students should be making claims on the characteristics (or lack of) Romanticism present and defending their thinking with text support as indicated on their completed charts.
- Next, go through and mark the text for examples of what this focuses on the role of the individual and the pursuit or definition of one's own dream(s). Analyze the poet's intent, the use of word choice, and the implications on the reader historically and today.

**Bloom's Levels:** Understand, Analyze, Evaluate

**Webb's DOK:** 3 or 4

## Topic 2: The Power of Universal Human Experience

### Engaging Experience 1

**Title:** “Small in Theme...Universal in Sweep”

**Suggested Length of Time:** 5 class periods

#### Standards Addressed:

##### *Priority:*

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.2.D: Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.

##### *Supporting:*

- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 9-10.RL.3.A: Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.

#### Detailed Description/Instructions:

- Amid mundane notes including addresses and information about people he had met, [page 19](#) of Walt Whitman's Notebook LOC #94, available on the EDSITEment resource [American Memory](#), includes this tantalizing fragment: "small in theme yet has it the sweep of the universe." No explanation accompanies the statement, but it could be interpreted to represent one idea Whitman had about his poetry—the desire to explore universal themes using specific, sensory details from his own experience. "A Noiseless, Patient Spider" is an example of one attempt to do so. After observing a spider constructing a web, Whitman becomes aware of his "soul ...Ceaselessly musing, venturing ... Till the gossamer thread you fling catch somewhere."
- Read aloud to the students Whitman's "[A Noiseless, Patient Spider](#)." Which details in the poem describe what the spider is doing? In what ways does the poet see similarities between his soul and the spider?
- Share with the class Whitman's statement from [page 19](#) of Walt Whitman's notebook LOC #94: "small in theme yet has it the sweep of the universe." (If students have an interest in seeing the original in Whitman's hand, share the page image on the computer or by downloading and copying it.) Would it be accurate to say that "The Noiseless Patient Spider" is "small in theme"? Does it also have the "sweep of the universe" in it?

- Now share with the class William Carlos Williams's poem "[To a Poor Old Woman](#)," available on the EDSITEment-reviewed website of [The Academy of American Poets](#). To use Whitman's term, is this poem also "small in theme"? What about it is universal? Share the following quote about Williams' work from [The Academy of American Poets's](#) essay [The Modernist Revolution: Make It New!](#):
- William Carlos Williams wrote in "plain American which cats and dogs can read," to use a phrase of Marianne Moore. "No ideas but in things," he proclaimed. In succinct, often witty poems he presents common objects or events—a red wheelbarrow, a woman eating plums—with freshness and immediacy, enlarging our understanding of what a poem's subject matter can be.
- What did Williams mean when he said, "No ideas but in things"? If desired, share Williams' famous—and controversial—poem "[The Red Wheelbarrow](#)," available on the EDSITEment resource [The Academy of American Poets](#). It obviously features a "thing," and it is certainly small in theme. Is it also universal? In what sense does so much depend upon a red wheelbarrow? Williams wanted the poem to be simple yet explore an idea. Did he succeed?

**Bloom's Levels:** Understand

**Webb's DOK:** 3

## **Engaging Experience 2**

**Title:** A Poem Small in Theme

**Suggested Length of Time:** 2 class periods

**Standards Addressed:**

*Priority:*

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
  - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
  - c. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

**Detailed Description/Instructions:** Toward the end of this focus, the students should be ready to compose their own poems with small themes (and, hopefully, universal sweep). Remind students of the spider in Whitman's poem and the old woman eating plums in Williams's. At home or in class, have students select a mundane object or event and then write about it freely, quickly, concretely, and in detail-the facts, just the facts. It would be best if students could write while (or right after) viewing the object or event. Students should fill a page or more. The next day in class, students can use their own or someone else's notes from which to create a "found poem" as they did with Whitman's notebook page.

**Bloom's Levels:** Create and Apply

**Webb's DOK:** 1 and 2

## Topic 3: The Power of One Voice

### **Engaging Experience 1**

**Title:** Encountering Contemporary Fiction/Memoir

**Suggested Length of Time:** 4 class periods

**Standards Addressed:**

*Priority:*

- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

*Supporting:*

- 11-12.RI.2.B: Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.RI.3.D: Read and comprehend informational text independently and proficiently.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Detailed Description/Instructions:** Using appropriate and engaging choices of American fiction or memoirs, teachers should provide students text examples of memoir for analysis. Click [here](#) for an example. Within daily class periods, teachers may choose to expose students to elements such as authors' settings, pacing, degree or timing of revealing key information, use of dialogue or internal monologue, use of vignettes, chapter structure, inclusion of images or documents, etc.

**Bloom's Levels:** Understand and Analyze

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Producing Contemporary Fiction/Memoir

**Suggested Length of Time:** 4 class periods

**Standards Addressed:**

*Priority:*

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
  - b. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including

spelling and punctuation.

- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

*Supporting:*

- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.

Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

**Detailed Description/Instructions:** Applying the tools observed in engaging works of narrative fiction or memoir, students will produce their own compelling segment of fiction or personal memoir, integrating at least one secondary media mode (e.g. photography, sketch, poem) to advance character and potential analysis. Students are to conference with their teacher and peers throughout the writing process, utilizing self- and peer-reflections upon writing successes, room for growth, and analysis of audience impact.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Topic 4: The Power of Social Commentary

### **Engaging Experience 1**

**Title:** Satire and message

**Suggested Length of Time:** 1-2 class periods

**Standards Addressed:**

*Priority:*

- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.

*Supporting:*

- 11-12.SL.1.C: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

**Detailed Description/Instructions:** Introduce the concept of social commentary with the use of art, film, television, music, and advertising.



When social commentary is made through visual art, film, literature and music, it is most often an indirect form and requires reflection and interpretation to understand (an example of this type of social commentary can be seen in the painting above). The modern artist Chris Jordan has created visual art-as-social-commentary exhibits called "Running The Numbers" and "Running the Numbers II." The piece above by Chris Jordan is called "[Return of the Dinosaurs, 2011](#)." It is six feet tall and based on a painting by John Sibbick.

Click the link to show students the image. Click the image itself and it will slowly zoom closer and closer so that students can see the smaller images within it. Up close, you can see that Jordan's version of the image is made up of 240,000 plastic bags, "equal to the estimated number of plastic bags consumed around the world every ten seconds." Discuss the message within the message. The bags make up the image of a dinosaur. Why is this the choice the artist made? What is the implied message? Why a dinosaur? What is the indirect message? *The significance of the dinosaur motif then becomes apparent, as it helps Jordan make a comment on global social behavior: unchecked consumption of single use plastic bags--that is*

*working to the detriment of our environment and could result in our ultimate extinction.*

*Place students in 4 groups. Ask students to conduct a quick research experience on the concepts of social commentary as they relate to “Avatar,” the novel Animal Farm, and the song “Born in the USA” and \_\_\_\_\_ (choose something appropriate that is timely to the moment and fitting for the personality of the course -- The Onion? all have something in common. Each of these works is an example of art used to make social commentary. A social commentary, as the term suggests, is a comment on society, and not just a comment, but often a criticism. The criticism can be in the form of a comment on societal behavior or human nature, or can refer to a specific situation or trend in an area of the world at a particular point in time. For example, the anti-war songs of many American folk singers in the 1960's were social commentaries. These songs were written to express and communicate the views of the American public about various facets of the Vietnam War, including the US's participation in the war and the treatment of veterans upon their return home (the later sentiment is expressed in the lyrics of the Bruce Springsteen song mentioned above). While social commentary doesn't have to be political in nature, it often is, since many social issues are a result of a particular political structure or leadership style.*

*Experience idea related to this can be retrieved at*

*[http://learning.blogs.nytimes.com/2001/10/05/musical-cares/?\\_r=0](http://learning.blogs.nytimes.com/2001/10/05/musical-cares/?_r=0) A New York Times Learning Network lesson using John Lennon's “Imagine” as social commentary.*

**Bloom's Levels:** Apply, Analyze, and Evaluate

**Webb's DOK:** 4

## **Engaging Experience 2**

**Title:** Finding Satire

**Suggested Length of Time:** 2-4 class periods

**Standards Addressed:**

*Priority:*

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.2.D: Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.



- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
- 11-12.RL.2.B: Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

*Supporting:*

- 11-12.SL.1.C: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** Find two pieces of media (written and/or audio-visual) addressing a relevant topic (this can be SLC industry-themed). Analyze the two pieces for theme, point of view, and the use of satire, sarcasm, irony and/or understatement. Present ideas informally in panel presentations, group activities, or some other speaking forum.

**Examples of media types to examine:**

- Satirical video (i.e. SNL, YouTube, comedy sketches, clips from TV news or programs)
- Political cartoons
- Op-Ed articles

- Magazine or newspaper articles
- Novels

**Sample Inquiry Questions:**

- What is the message of each piece?
- Who is the intended audience?
- What background knowledge must the audience have in order to understand the pieces?
- What is directly stated in the cartoon?
- What is the intended meaning?
- Are there double meanings that reveal the satire, sarcasm, or irony?
- Is there any use of hyperbole?
- Is there any use of paradox?

**Bloom's Levels:** Understand, Analyze, Evaluate

**Webb's DOK:** 2, 3, or 4

**Engaging Experience 2**

**Title:** Creating Satire

**Suggested Length of Time:** 3 class periods

**Standards Addressed:**

*Priority*

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
  - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

*Supporting*

- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Students will produce their own example of satire in action and publish it within a class blog or present for the class.

Examples of satire in action are as follows:

1. A student may choose to access his or her own work of literary fiction or memoir composed Under Topic 3 and create a satirical response (e.g. cartoon containing exaggeration and parody) to the essay.
2. A student may create a parody of a music video.
3. A student may compose a satirical op-ed on a subject of his or her choosing.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will work with Walt Whitman's words in three different formats—notebooks, prose, poetry—to deepen their understanding of them and of Whitman's process. Using Whitman's writing as well as Civil War photographs and poems created from Whitman notebook entries, student groups are challenged to create a presentation for the class that demonstrates the connections between the materials they have analyzed.

### **Extended Explanation of Engaging Scenario:**

Students will work with Walt Whitman's words in three different formats—notebooks, prose, poetry—to deepen their understanding of them and of Whitman's process. Using Whitman's writing as well as Civil War photographs and poems created from Whitman notebook entries, student groups are challenged to create a presentation for the class that demonstrates the connections between the materials they have analyzed.

If desired, begin by sharing some information about Whitman and the Civil War, such as the following excerpt from the [Biography of Walt Whitman](#) available on the EDSITEment-reviewed website of [The Academy of American Poets](#):

Establish an anticipatory set by sharing with the class a [recruiting poster](#) for New York's 51st Volunteers (from the [Selected Civil War Photographs Collection](#) on the EDSITEment resource [American Memory](#)), the subject of many of the Whitman notebook pages assigned below. What impression about Civil War service do you get from this poster? (The poster does not emphasize idealistic reasons for signing up.)

Next, divide the class into groups limited in size, as follows (note: There can be fewer students per group and fewer groups than those noted below, if desired or necessary.):

The groups will be assigned the following materials, available on EDSITEment resources:

- Hospital Group
  - Notebook pages: [page 1](#), [page 2](#), [page 4](#)
  - Photo: [Washington, D.C. Patients in Ward K of Armory Square Hospital](#)
  - Prose piece: [Hospital Scenes Incidents](#)
  - Poem: [The Wound Dresser](#)
- Washington During the War, Part I Group
  - Notebook pages: [page 15](#), [page 16](#), [page 17](#), [page 18](#), [page 22](#)
  - Photo(s): [Washington, D.C. The execution of Captain Wirz. Reading the death](#)

[warrant to Wirz on the scaffold. November, 1865](#)

- Prose piece: [Washington Street Scenes](#) from "Some War Memoranda"
- Poem: ["The City Dead House"](#)
- Washington During the War, Part II Group
  - Notebook pages: [page 24](#), [page 33](#), [page 34](#), [page 36](#), [page 37](#)
  - Photo(s): [Washington, D.C. Infantry units with fixed bayonets passing on Pennsylvania Avenue near the Treasury](#) (NOTE: This photo was taken just after the end of the war.)
  - Prose piece: [Paying the First United States Colored Troops](#)
  - Poem: ["How Solemn As One by One"](#)
- The Fighting Fifty-First, Part I Group
  - Notebook pages: [page 97](#), [page 99](#), [page 101](#), [page 103](#), [page 106](#), [page 108](#)  
(NOTE: If desired, the sample poem for page 107 can be included as part of the group's poetry reading.)
  - Photo(s): [Burnside's Bridge Photo](#), [Confederate Dead By Fence \(Antietam\)](#)
  - Prose piece: [Battle of Bull Run, July 1861](#)
  - Poem: ["Calvary Crossing a Ford"](#) on the [Electronic Text Center, University of Virginia Library](#), a link from the EDSITEment-reviewed website [American Studies at the University of Virginia](#)
- The Fighting Fifty-First, Part II Group
  - Notebook pages: [page 111](#), [page 114](#), [page 117](#), [page 119](#), [page 120](#)
  - Photo(s): [Portrait of a Federal Soldier from New York](#)
  - Prose piece: [A New York Soldier](#)
  - Poem: ["Drum-Taps,"](#) Section 5 Only
- A Hundred Day March Group
  - Notebook pages: [top of page 124](#) and [page 125](#) (one assignment), [page 127](#), [page 129](#), [page 130](#), [page 131](#), [page 135](#), [page 137](#)
  - Photo(s): [Falmouth, Va. Drum corps of 61st New York Infantry](#)
  - Prose Piece: [A Glimpse of War's Hell Scenes](#)
  - Poems: [A March in the Ranks Hard-Prest, and the Road Unknown / A Sight in Camp in the Daybreak Gray and Dim](#)

(Note: All the notebook entries listed above are from Notebook LOC #94 on [Poet at Work: Recovered Notebooks from the Thomas Biggs Harned Walt Whitman Collection](#), available on the EDSITEment resource [American Memory](#). The photos are from the [Selected Civil War Photographs Collection](#) on [American Memory](#). Click on any image for additional, larger images. The prose pieces are from the [Complete Prose Works](#) from the [Electronic Text Center, University of Virginia Library](#), and a link from the EDSITEment-reviewed website [American Studies at the University of Virginia](#). The poems (unless otherwise noted) are from ["Leaves of Grass" \(1891\)](#), available via a link from the EDSITEment resource [American Studies at the University of Virginia](#).)

Student groups will analyze the assigned photographs, prose pieces, and poems using the ["Media Comparison Chart: Cubing Exercise"](#) on page 1 of the PDF (see [Preparation Instructions](#), above, for download instructions). The analysis is intended to help students prepare for presenting these materials to the class and to encourage them to make connections between the sights Whitman saw during the Civil War, the prose pieces he wrote, and his poems. When creating a script for their presentation, students should find useful material in their answers to the cubing exercise. If you are unfamiliar with cubing, the ["Media Comparison Chart"](#) contains basic instructions. In addition, the ["Sample Cubing Exercise Answers"](#) on pages 2–3 of the PDF offer one set of sample answers for the "Hundred Day March" media.

After the cubing exercise has been completed, students have one more task before working on their presentations-creating a poem from a Whitman notebook page to be read aloud as part of the presentation. The poem to be created could be considered a "found poem" because students can choose to use Whitman's words exactly as they find them or add and delete as desired, as long as they change the form to poetry, that is, by working with the length of lines and the places where the lines break. (Note: In [Activity 3](#), below, students will create poems from their own notebook entry; novice poetry writers should gain confidence when they discover they can "find" an original poem in their own notebook entry using the same process.)

Model the process for creating poems from Whitman's notebook by sharing an image of [page 107](#) from Whitman's Notebook LOC #94, available on the EDSITEment reviewed website [American Memory](#). Give students the chance to read parts of the entry aloud. Can they discern every word? Probably not. That's okay. In fact, unavoidable misreadings of a few words and guesses about illegible items can become fortunate accidents in the poem and reading to be created.

Once all of page 107 has been read, share with students the sample poem "The Sixth Battle, September 17th 1862" on page 4 of the [PDF](#). In what way is this poem "small in theme"? In what way is it "universal in sweep"? What choices has the poet made in turning the notebook page into a poem? Especially note the shortened poetry lines, the addition of punctuation, and the lack of major changes. This poet has chosen to use only words from the original. Each group member will tackle one page from Whitman's notebook from which he/she will create a poem using Whitman's words. The reading of these brief poems will be part of each group's presentation to the class. The group is responsible for exactly as many notebook entries as there are group members.

After the groups have completed their analysis of the assigned media, and individual students have completed their poems, each group should prepare to present its materials to the class in a way that incorporates reading of the student-created poems while touching on the assigned photos, prose pieces and Whitman poems to communicate the connections between them and the impact conveyed by the combined images and texts. Presentations can be as simple as a brief

description of each item assigned to the group followed by a reading of the student poems, or they can be more elaborate, with students, for example, writing a narration or brief skit that allows the presentation of the materials to be part of a dramatic framework. If desired, the readings could be multimedia (live or online) with the addition of appropriate music and display of photographs. Groups are encouraged to use other Civil War photographs from the [Selected Civil War Photographs Collection](#) and/or audio clips from the collection [Band Music of the Civil War Era](#), both exhibits of the EDSITEment-reviewed website [American Memory](#).

- Hospital Group—3 students
- Washington During the War, Part I Group
- Washington During the War, Part II Group
- The Fighting Fifty-First, Part I Group (Note: This group has one of the longer prose pieces.)
- The Fighting Fifty-First, Part II Groups
- A Hundred Day March Group (Note: This group has a graphic prose piece.)

[Whitman] traveled to Washington, D.C., in December 1862 to care for his brother who had been wounded in the war. Overcome by the suffering of the many wounded in Washington, Whitman decided to stay and work in the hospitals. Whitman stayed in the city for 11 years. He took a job as a clerk for the Department of the Interior, which ended when the Secretary of the Interior, James Harlan, discovered that Whitman was the author of *Leaves of Grass*, which Harlan found offensive. Harlan fired the poet.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Power of the Individual	The Search for Identity	Students use art and poetry to explore and understand major characteristics of the Romantic period. Consider use of images of work of painters like <a href="#">Thomas Cole</a> , <a href="#">Albert Bierstadt</a> and <a href="#">Frederic Edwin Church</a> . Students are introduced to the historical, societal, and literary characteristics of the Romantic period. Use examples of visual text and written text in these lessons. The <a href="#">Characteristics of Romanticism</a> should be explored in the visual works.  Choose your own or consult these for examples (images with a human form in the midst of nature, gothic, spiritual elements):	(3) 90-minute class periods
The Power of the Individual	The Pursuit of Dreams and the Individual	Teacher should lead students to complete a literary analysis of Longfellow's poem "The Psalm of Life," <a href="http://www.poetryfoundation.org/poem/173910">http://www.poetryfoundation.org/poem/173910</a> using their knowledge of the power of the individual and the role of pursuing one's dream. Apply this to the overall understanding of Romantic characteristics to classify the poem as Romantic.	(3) 90 minute class periods
The Power of Universal Human Experience	"Small in Theme-- Universal in Sweep:	What did Williams mean when he said, "No ideas but in things"? If desired, share Williams' famous—and controversial—poem " <a href="#">The Red Wheelbarrow</a> ," available on the EDSITEment resource <a href="#">The Academy of American Poets</a> . It obviously	5 class periods



		features a "thing," and it is certainly small in theme. Is it also universal? In what sense does so much depend upon a red wheelbarrow? Williams wanted the poem to be simple yet explore an idea. Did he succeed?	
The Power of Universal Human Experience	A Poem Small in Theme	Toward the end of this focus, the students should be ready to compose their own poems with small themes (and, hopefully, universal sweep). Remind students of the spider in Whitman's poem and the old woman eating plums in Williams's. At home or in class, have students select a mundane object or event and then write about it freely, quickly, concretely, and in detail-the facts, just the facts. It would be best if students could write while (or right after) viewing the object or event. Students should fill a page or more. The next day in class, students can use their own or someone else's notes from which to create a "found poem" as they did with Whitman's notebook page.	2 class periods
The Power of One Voice	Encountering Contemporary Fiction/Memoir	Using appropriate and engaging choices of American memoirs, teachers should provide students text examples of memoir for analysis.	4 class periods
The Power of One Voice	Producing Contemporary Fiction/Memoir	Applying the tools observed in engaging works of narrative fiction or memoir, students will produce their own compelling segment of fiction or personal memoir, integrating at least one secondary media mode (e.g. photography, sketch, poem) to advance character and potential analysis. Students are to conference with their teacher and peers throughout the writing process, utilizing self- and peer-	4 class periods

		reflections upon writing successes, room for growth, and analysis of audience impact.	
The Power of Social Commentary	Satire and Message	Introduce the concept of social commentary with the introduction of a piece of art.	1-2 class periods
The Power of Social Commentary	Finding Satire	Find two pieces of media (written and/or audiovisual) addressing a relevant topic (this can be SLC industry-themed). Analyze the two pieces for theme, point of view, and the use of satire, sarcasm, irony and/or understatement. Present ideas informally in panel presentations, group activities or some other speaking forum.	4 class periods
The Power of Social Commentary	Creating Satire	Students will produce their own example of satire in action and publish it within a class blog or present for the class.	3 class periods

## Unit 4: Close Reading

**Subject:** English

**Grade:** 11

**Name of Unit:** Close Reading

**Length of Unit:** 9 weeks

**Overview of Unit:** In this unit, students will continue to deepen their knowledge of the concept of how a similar message can be conveyed in different forms. Students will cite textual evidence that documents a similar theme or message that appears across multiple text of various genres. Students will read literary and informational text. During these close-reading activities, students will cite textual evidence on the key reading task. Then, for their inquiry task, students will investigate more about the political topic of one of the three groups of reading selections. They will record their findings, making strategic use of digital media, to share with classmates during the key presentation task. They will use the evidence from the key reading task and from the key inquiry task to write an analytical/argumentative essay. In this essay, students will demonstrate how these various texts from the same historical period treat a topic.

### Priority Standards for unit:

- 11-12.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

- Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
- b. Word choice, syntax, and style: a. Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
- c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
- d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- e. 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.
- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

#### **Supporting Standards for unit:**

- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
two or more central/main ideas in a text	Explain	Analyze	3
two or more central/main ideas' development throughout the text	Analyze	Analyze	3
the central ideas to human nature and the world	Relate	Analyze	3
the text objectively	Summarize	Understand	2
the text concisely	Summarize	Understand	2
the representation of a subject in two different artistic mediums	Analyze	Analyze	3
what is emphasized in each treatment	Analyze	Analyze	3
what is absent in each treatment	Analyze	Analyze	3
conclusions	draw	Understand	2
by citing relevant and thorough textual evidence	infer	Understand	3
by citing relevant and thorough textual evidence	analyze	Evaluate	3
analysis of what the text says explicitly	support	Evaluate	3
inferences drawn from the text, including where the text leaves matters uncertain.	support	Understand	3
a writing process	follow	Apply	3
clear and coherent writing	produce	Create	3
development, organization, style, and voice appropriate to the task, purpose, and audience	produce	Create	3
previously learned narrative, expository, and argumentative writing techniques	self-select	Apply	3
previously learned narrative, expository, and argumentative writing techniques	blend	Apply	3
the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	Analyze	Analyze	4
writing with consideration for the task, purpose, and audience	review	Analyze	3

writing with consideration for the task, purpose, and audience	revise	Apply	3
writing with consideration for the task, purpose, and audience	edit	Apply	3

### **Essential Questions:**

Students will keep considering . . .

1. How can people's varying perspectives teach others about the human experience?
2. How can different people come to understand a situation in the same way?
3. What message(s) can we learn from each situation?
4. What point of view is the most believable? Does it matter?

### **Enduring Understanding/Big Ideas:**

Students will understand that . . .

1. Perspective varies from person to person.
2. Even though we may all be different, there are still ways that we can relate to each other.
3. We can learn life lessons from studying other people's experiences.
4. Similar experiences can be represented in multiple ways.
5. How an experience is represented (i.e., written versus spoken) can change how the message is received and understood.

### **Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<ol style="list-style-type: none"> <li>1. reading</li> <li>2. writing</li> <li>3. speaking</li> <li>4. listening</li> <li>5. thinking</li> </ol>	<ol style="list-style-type: none"> <li>1. theme</li> <li>2. historical themes, purposes, and rhetorical features</li> <li>3. literary themes, purposes, and rhetorical features</li> <li>4. primary versus secondary sources</li> <li>5. context clues versus reference consultation</li> <li>6. complex or contested usage of conventions of standard English</li> </ol>

### **Resources for Vocabulary Development:**

Please see the standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects--Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms.

## Topic 1: The Power of Reading to Teach Us about Life, Humanity, and the World

### **Engaging Experience**

**Title:** The Power of Reading to Teach Us about Life, Humanity, and the World

**Suggested Length of Time:** 3 weeks

### **Standards Addressed:**

#### *Priority:*

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

**Detailed Description/Instructions:** For the close reading of literature, use graphic organizers (e.g., a thinking map) to provide evidence of a theme or central idea. For the close reading of literary nonfiction, use graphic organizers (e.g., a thinking map) to record evidence that helps the reader to determine the theme/central idea of the text.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 3

**Rubric:** Establish criteria for graphic organizers (e.g., a thinking map) that assess whether students meet the expectations of the reading standards for literature and informational text. Other evidence may also be used formatively; for example, on-demand reading and writing assessment, which assesses whether students can read “new” text and apply the same level of understanding and mastery of the standards.

## Topic 2: The Power of Reading to Shape Our Opinions, Values, and Beliefs by Clarifying Our Own Identity

### **Engaging Experience**

**Title:** The Power of Reading to Shape Our Opinions, Values, and Beliefs by Clarifying Our Own Identity

**Suggested Length of Time:** 3 weeks

### **Standards Addressed:**

#### *Priority:*

- 9-10.RL.3.A: Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.
- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.

#### *Supporting:*

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** For the key inquiry task, select one of the three political-points-of-view topics for this unit (freedom and equality, civil disobedience, or slavery), and then find two to three more pieces (literary text, art pieces, informational documents, and so on) from the same time period that deal with the same topic or purpose. Analyze these new pieces for their themes, purposes, and rhetorical features.

Sample Topics		
Freedom and Equality	Civil Disobedience	Slavery
<ul style="list-style-type: none"><li>● American Revolution</li><li>● America's Independence</li><li>● Relocation of Native American populations</li></ul>	<ul style="list-style-type: none"><li>● Susan B. Anthony</li><li>● Alice Paul</li><li>● Henry David Thoreau</li><li>● Mohandas K. Ghandi</li><li>● Martin Luther King, Jr.</li><li>● Rosa Parks</li></ul>	<ul style="list-style-type: none"><li>● Fugitive Slave Act (1850)</li><li>● Emancipation</li><li>● Proclamation (1863)</li><li>● The 13th Amendment (1865)</li><li>● Sojourner Truth</li></ul>



<ul style="list-style-type: none"> <li>● Suffragist Movement</li> </ul>	<ul style="list-style-type: none"> <li>● Harvey Milk</li> <li>● Cesar Chavez</li> <li>● Dolores Huerta</li> <li>● Any civil rights leader or movement</li> </ul>	<ul style="list-style-type: none"> <li>● Harriet Tubman</li> <li>● Harriet Jacobs</li> <li>● John Brown (abolitionist)</li> <li>● Frederick Douglas</li> <li>● Many more anti-slavery activists and abolitionists</li> </ul>
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Sample inquiry research questions tied to the inquiry task are addressed/answered:

- How do the documents/pieces you found during your inquiry present the central topic in a *similar* way(s)?
- How do the documents/pieces you found during your inquiry present the central topic in a *different* way(s)?
- What is present and/or absent between the documents/pieces on the same central topic?
- Are the documents/pieces you found during your inquiry primary or secondary sources? Does this impact their representation on the central topic?
- How do the documents you found during your inquiry present historical or literary themes, purposes, and/or rhetorical features?

**Topics Modification:** Complete activity as described above, but the teacher will provide the pieces to students for analysis.

**Bloom's Level:** Evaluate

**Webb's DOK:** 4

**Rubric:** Establish criteria for the mini research assignment that assesses a student's ability to apply understanding of the "essential questions" to other text, their lives, and/or the real world.

## Topic 3: The Power of Reading to Relate to Our Future as Well as Our Past

### **Engaging Experience**

**Title:** The Power of Reading to Relate to Our Future as Well as Our Past

**Suggested Length of Time:** 3 weeks

### **Standards Addressed:**

#### *Priority:*

- 11-12.RL.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.FL.1.D: Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
  - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

*Supporting:*

- 11-12.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.L.11-12.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 11-12.SL.2.A: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Using the findings from the key inquiry task, write an analytical/argumentative synthesis essay in which you analyze how these various texts treat a similar topic. Be sure to include a detailed analysis of their themes, purposes, and rhetorical features. Making strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements), students will also present their inquiry findings to their classmates (small group or whole-class, depending on time constraints). Students deliver presentations in clear and concise language that highlights key details, results, or supporting evidence in a logical way. Students also pose and respond to specific questions with elaboration and detail.

**Bloom's Levels:** Create

**Webb's DOK:** 4

**Rubric:** Use the Park Hill School District's Argumentative Writing Rubric--or an appropriately modified version of it. Establish criteria for the presentation that assesses a student's ability to participate in academic conversations and collaborations.

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

A mini research assignment that assesses a student's ability to apply understandings of the "essential questions" to other text, their lives, and/or the real world. A presentation that assesses a student's ability to participate in academic conversations and collaborations.

**Rubric for Engaging Scenario:**

Establish criteria for the mini research assignment that assesses a student's ability to apply understanding of the "essential questions" to other text, their lives, and/or the real world.

Establish criteria for the presentation that assesses a student's ability to participate in academic conversations and collaborations.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Power of Reading to Teach Us about Life, Humanity, and the World	The Power of Reading to Teach Us about Life, Humanity, and the World	Graphic organizers that assess whether students meet the expectations of the CCSS reading standards for literature and informational text. Other evidence may also be used formatively; for example, on-demand reading and writing assessment, which assesses whether students can read “new” text and apply the same level of understanding and mastery of the CCSS.	3 weeks
The Power of Reading to Shape Our Opinions, Values, and Beliefs by Clarifying Our Own Identity	The Power of Reading to Shape Our Opinions, Values, and Beliefs by Clarifying Our Own Identity	An essay that assesses whether students meet the expectations of the specific genre type while demonstrating understanding of the unit focus.	3 weeks
The Power of Reading to Relate to Our Future as Well as Our Past	The Power of Reading to Relate to Our Future as Well as Our Past	A mini research assignment that assesses a student’s ability to apply understanding of the “essential questions” to other text, their lives, and/or the real world. A presentation that assesses a student’s ability to participate in academic conversations and collaborations.	3 weeks

## Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.