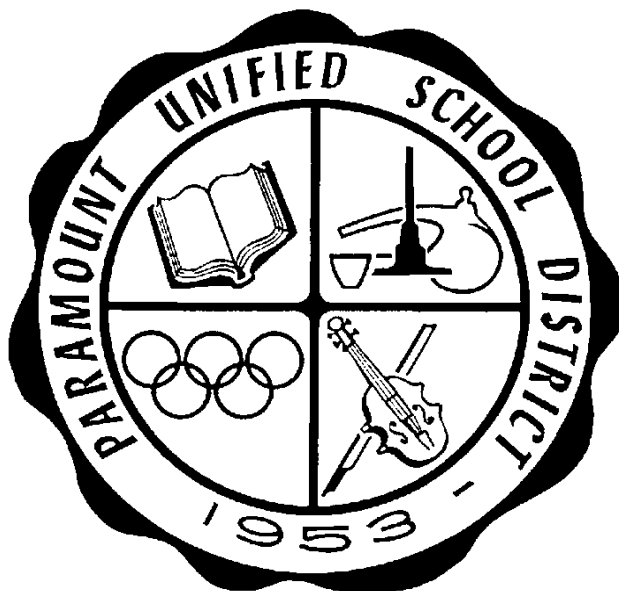


Paramount Unified School District
Educational Services



***English Language Arts 2
Curriculum Guide
Unit 3
2016-17***



Unit Focus: Argument and Personal Responsibility

Standards	Transfer Goals		
<p>Year Long RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 9-10.5 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience. W 9-10.6 Use technology to produce, publish, and update projects. W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research. SL 9-10.1 Initiate and participate effectively in collaborative discussions SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically SL9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage</p>	<p>Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. A good argument has a claim, counterclaim, and rebuttal. 2. An author should develop his argument with valid reasoning and supporting evidence. 3. Authors structure text intentionally to effectively inform and persuade their readers. 4. Authors use emotional and logical appeals to influence their audience. 5. Readers should always consider authors' credibility and any fallacies in their logic before deciding if they agree or disagree with their argument. 6. In order to create parallel structure, all items in a list must follow the same form/tense. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. What is the author's central idea or claim? 2. What kind of appeals does the author use? Are those appeals effective? 3. What evidence does the author use? Is this evidence appropriate and sufficient? 4. Is the author credible? 5. What does it mean for a person to demonstrate responsibility? In what situations do people avoid taking responsibility? 6. How can responsibility be used to combat injustice and abuses of power? 7. How can the structure of my sentences and paragraphs help my reader better understand my argument? 	<p>Resources</p> <p>Anchor Text: "The Milgram Experiment" by Saul McLeod</p> <p>"Nazis weren't just following orders" from The Telegraph</p> <p>Perpetrators, Collaborators, and Bystanders: Adolf Eichmann</p> <p>Related Texts: "Now You Take 'Bambi' or 'Snow White'—That's Scary!" by Stephen King (Essay, Textbook pg. 480)</p> <p>"Police Brutality and Abuse of Power the New Norm?" by Mai Nowlin</p> <p>"Catcalling happens to most women between the ages of 11 and 17" by Radhika Sanghani</p> <p>"Hey baby! Women speak out against street harassment" by Emily Smith</p> <p>"Cost of educating new class</p>
	<p>Knowledge <i>Students will need to know...</i></p> <ol style="list-style-type: none"> 1. What a claim and a counter-claim is. 2. How to identify credible and fallacious claims and counter-claims. 3. How to recognize valid reasoning and false statements. 4. How to define and identify parallel structure in a piece of writing. 5. How to identify and use conjunctive adverbs 6. How to identify and understand various guidelines (MLA) in writing manuals 	<p>Skills <i>Students will need to develop skill at...</i></p> <ol style="list-style-type: none"> 1. Recognizing concluding statements or sections that support the argument 2. Using words, phrases, and clauses to clarify relationships between claims and counter-claims and reasons and evidence in order to delineate an argument. 3. Identifying and writing an argument where formal style and an objective tone are established and maintained. 4. Using parallel structure appropriately. 5. Using conjunctive adverbs appropriately 6. Writing and editing work according to style manual guidelines, appropriate for the discipline and writing type. 	

Focus Standards

RI 9-10.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes)

RI 9-10.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA

RI 9-10.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI 9-10.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI 9-10.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI 9-10.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

of illegal immigrant minors estimated at over \$760M” by Dan Springer

“37 Who Saw Murder Didn’t Call Police” by Martin Gansberg

“Debunking the Myth of Kitty Genovese” by Larry Getlen

“What is Diffusion of Responsibility” by Kendra Cherry

“Accepting Responsibility” by Jennifer Hamady

“Accepting Personal Responsibility for your Actions Makes Success Possible” by Harvey Mackay.

Nonprint:

PPT- Q3 Vocabulary
PPT- Advertisement



Unit 3 Text Sequence

January 25 – March 25 (43 days)

LESSON	# OF DAYS	TEXT(S)
1	1	Key Vocabulary Intro PPT: Argument and Personal Responsibility
2	2	"Now You Take 'Bambi' or 'Snow White'—That's Scary! By Stephen King
3	2	Personal Responsibility Articles
4	1	Grammar: Parallel Structure
5	3	Credibility: Kitty Genovese Articles
6	2	Logical vs. Emotional Appeals in Advertising
7	2	Practicing Parts of an Argument: Debate
8	3	Nazi Officer Trial Transcript
9	3	"The Milgram Experiment" by Saul McLeod/ "Nazis weren't just following orders" from The Telegraph
10	1	Citation Review
11	6	Inquiry Project: Injustice and Personal Responsibility
12	1	Grammar: Conjunctive Adverbs
13	8	Writing: Argumentative Essay



INSTRUCTIONAL SEQUENCE

LESSON 1: 1 Day

TEXT(S): Key Vocab Intro PPT

STANDARDS:

RI 9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ACADEMIC VOCABULARY:

Claim

Evidence

Counter-Claim

Rebuttal

Call to Action

Credibility

Emotional Appeal

Logical Appeal

Perpetrators

Collaborators

Bystanders

TEXT DESCRIPTION: The Powerpoint will guide students in creating a definition for both injustice and responsibility. Then it will explain the parts of an argument including claim, evidence, counter-claim, rebuttal, call to action, and rhetorical appeals. Students will also learn about perpetrators, collaborators and bystanders and their roles in injustice.

LESSON UNDERSTANDING(S):

- ❖ A good argument has a claim, counterclaim, and rebuttal.
- ❖ Authors use emotional and logical appeals to influence their audience.

ESSENTIAL QUESTION(S):

- ❖ What is the author's central idea or claim?
- ❖ What kind of appeals does the author use? Are those appeals effective?
- ❖ Is the author credible?
- ❖ What does it mean for a person to demonstrate responsibility? In what situations do people avoid taking responsibility?

Focus Questions:

- ❖ What is a central idea? A counterclaim? A rebuttal?
- ❖ What are the different types of appeals?
- ❖ What is credibility?
- ❖ What does responsibility mean? What does injustice mean?

LESSON OVERVIEW: The class will take Cloze notes on a Powerpoint that introduces the key vocabulary that students will need to know for this unit. Using this information, students will be able to move forward in the unit and be able to analyze these elements in a variety of texts.

EXPRESS UNDERSTANDING:

- ❖ Students will use their notes from the Powerpoint to demonstrate their understandings about the elements of argument and the shared responsibility of everyone involved in injustice.



LESSON 2: 2 DAYS

TEXT(S): “Now You Take ‘Bambi’ or ‘Snow White’—That’s Scary!” by Stephen King (Textbook pg. 480)

STANDARDS:

RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RI 9-10.2 Determine a central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

RI9-10.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes)

RI 9-10.8 Trace and evaluate the argument of specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

ACADEMIC VOCABULARY:

Claim

TEXT DESCRIPTION: Stephen King’s essay claims that children should be allowed to watch violent or frightening television shows and movies, but their access to such material should be limited and monitored by their parents. King mentions two counterclaims (“All violent shows should be banned from television” and “Kids should not be allowed to watch any violent or scary material”) and rebuts both (“Violent programing should be shown later at night when children are less likely to be watching” and “Kids access to scary material should be limited, but other people don’t have a right to decide what’s appropriate for my children”). There is an implied call to action, that parents should be monitoring their children’s intake of violent or scary programming.

LESSON UNDERSTANDING(S):

- ❖ A good argument has a claim, counterclaim, and rebuttal.
- ❖ An author should develop his argument with valid reasoning and supporting evidence.
- ❖ Authors use emotional and logical appeals to influence their audience.

ESSENTIAL QUESTION(S):

- ❖ What is the author’s central idea or claim?
- ❖ What kind of appeals does the author use? Are those appeals effective?
- ❖ What evidence does the author use? Is this evidence appropriate and sufficient?
- ❖ Is the author credible?
- ❖ What does it mean for a person to demonstrate responsibility? In what situations do people avoid taking responsibility?

Focus Questions:

- ❖ What is King’s main claim? What responsibility does he expect parents to take?
- ❖ What kind of appeals does King use? Are those appeals effective?
- ❖ What evidence does King use to support his claim?
- ❖ In what ways is King a credible source on this topic?

LESSON OVERVIEW: The class will read the article and complete the handout.

READ THE TEXT:

- ❖ Teachers can decide how best to present the text: read aloud, partner read, independent read, or a



Evidence
Counter-Claim
Rebuttal
Call to Action
Credibility
Emotional Appeal
Logical Appeal

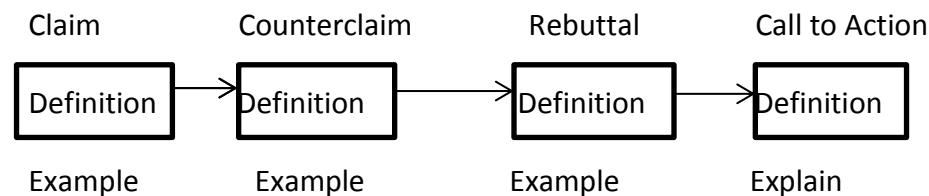
combination.

UNDERSTAND THE TEXT:

- ❖ With teacher guidance, students should identify the author's main claim and write it down. As they read, they should list any support that King provides for his claim.
- ❖ Teachers may choose to have students highlight emotional appeals in one color and logical appeals in a different color as they read. Students will determine which appeal King uses more. Students can also determine which appeal is used in the textbox on pg. 483.
- ❖ Students should be careful to distinguish the counterclaims that King makes in his text from the counterclaims presented by the text box on pg. 483.
- ❖ Thinking Map Opportunities:
 - Tree Map: Classify the parts of King's argument
 - Flow Map: See below

EXPRESS UNDERSTANDING:

- ❖ Students will complete the handout, creating a tree map to delineate the parts of King's argument and answering text-dependent questions.
- ❖ In groups, students will create a flow map labeling the Claim, Counterclaim, Rebuttal, and/or Call to Action. Students should define each of these terms and then give an example of each from King's essay.





LESSON 3: 2 DAYS

TEXT(S):

“What is Diffusion of Responsibility” by Kendra Cherry

“Accepting Responsibility” by Jennifer Hamady

“Accepting Personal Responsibility for your Actions Makes Success Possible” by Harvey Mackay.

STANDARDS:

RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI 9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs,

TEXT DESCRIPTION: The article, “What is Diffusion of Responsibility” by Kendra Cherry discusses the psychological phenomenon in which people are less likely to take action or feel a sense of responsibility in the presence of a large group of people. “Accepting Responsibility” by Jennifer Hamady, analyzes the difference between responsibility and blame, and “Accepting Personal Responsibility for your Actions Makes Success Possible” by Harvey Mackay, discusses the benefits behind accepting personal responsibility and how powerful this can be for individuals.

LESSON UNDERSTANDING(S):

- ❖ A good argument has a claim, counterclaim, and rebuttal.
- ❖ An author should develop his argument with valid reasoning and supporting evidence.
- ❖ Authors structure text intentionally to effectively inform and persuade their readers.
- ❖ Authors use emotional and logical appeals to influence their audience.
- ❖ Readers should always consider authors’ credibility and any fallacies in their logic before deciding if they agree or disagree with their argument.

ESSENTIAL QUESTION(S):

- ❖ What is the author’s central idea or claim?
- ❖ What kind of appeals does the author use? Are those appeals effective?
- ❖ What evidence does the author use? Is this evidence appropriate and sufficient?
- ❖ Is the author credible?
- ❖ What does it mean for a person to demonstrate responsibility? In what situations do people avoid taking responsibility?

Focus Questions:

- ❖ What is the author’s main claim?
- ❖ What evidence does the author use to support their claim?
- ❖ In what ways is the author a credible source on this topic?
- ❖ How are blame and responsibility different?
- ❖ How can circumstances influence personal responsibility?

LESSON OVERVIEW: Students will be divided into groups and will be assigned an article to read. Students will note facts found in the article that support claims and counterclaims. In their groups, students will



or larger portions of a text (e.g., a section or chapter).

RI 9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

ACADEMIC VOCABULARY:

Claim

Counter-claim

Rebuttal

Credibility

Ethical Appeal

Emotional Appeal

Logical Appeal

create a tree map poster that will classify facts to support author claim and/or counterclaims and will present their findings to the class.

READ THE TEXT:

- ❖ Teacher will assign an article for each group. Teacher will decide how best to present the text: read aloud, partner read, independent read, or a combination within their groups.

UNDERSTAND THE TEXT:

- ❖ With teacher guidance, students should identify the author's main claim and counterclaim. As they read, they should annotate, circle, highlight and list any support that the author provides for the claim and counterclaim.
- ❖ Students will respond to teacher created text-dependent questions
- ❖ Teachers may also have students identify ethical appeals, emotional appeals, and logical appeals in different colors as they read. Students will determine which appeal is used most.

EXPRESS UNDERSTANDING:

- ❖ In each group, students will create a poster that will classify facts that support the author's claim and counterclaims.
- ❖ Students will report their findings by presenting their posters in class.



<p>LESSON 4: 1 Day</p> <p>STANDARDS: L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage: Use parallel structure.</p>	<p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none">❖ In order to create parallel structure, all items in a list must follow the same form/tense. <p><u>ESSENTIAL QUESTION(S):</u></p> <ul style="list-style-type: none">❖ What are the different ways that we create and contribute to social injustice?❖ What does it mean for a government or society to be just? <p><u>LESSON OVERVIEW:</u> Students will practice using parallel structure to respond to the essential questions above. Teachers are free to choose whether students will use a handout or complete activities on their own, as well as how they want to present notes on using correct parallel structure. Students should be given some incorrect examples and asked to correct the errors. Students should also create several original sentences using correct parallel structure.</p> <p><u>EXPRESS UNDERSTANDING:</u></p> <ul style="list-style-type: none">❖ Students will identify and correct errors in parallel structure.❖ Students will write sentences utilizing correct parallel structure.
<p>LESSON 5: 3 Days</p> <p>TEXT(S): “37 Who Saw Murder Didn’t Call Police” by Martin Gansberg</p> <p>“Debunking the Myth of Kitty Genovese” by Larry Getlen</p> <p>STANDARDS: RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.</p>	<p><u>TEXT DESCRIPTION:</u> The lesson covers two articles. The first, “37 Who Saw Murder Didn’t Call the Police” (2 pages), is the original 1964 newspaper article (2 pages) about the murder of Kitty Genovese, a young woman who was stabbed on the street. Supposedly multiple people witnessed the attack, but no one called the police or interfered in an attempt to help her. The second, “Debunking the Myth of Kitty Genovese” (4 pages), recounts an assumedly more accurate version of the events of that night, looks at mistakes made in the police report and the news reports, and discusses the impact of the case on the nation.</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none">❖ Readers should always consider authors’ credibility and any fallacies in their logic before deciding if they agree or disagree with their argument <p><u>ESSENTIAL QUESTION(S):</u></p> <ul style="list-style-type: none">❖ Is the author credible?



RI 9-10.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI9-10.9 Compare and contrast one author's presentation of events with that of another

ACADEMIC VOCABULARY:

Credibility

Bias

Bystanders

❖ What evidence does the author use? Is this evidence appropriate and sufficient?

Focus Questions:

- ❖ Which article about Kitty Genovese is more credible? Why?
- ❖ What factors help make a source credible?

LESSON OVERVIEW: The class will read the first article ("37 Who Saw") and discuss/answer questions. They should decide which people in the story are responsible for Genovese's death (aside from the killer), based on the information in the article. Then they will read the second article ("Debunking"), and compare and contrast this version of the story with the first. After reading the second article, they will decide which article is more credible (they should choose the second one) and why (more recent, more detailed, seems to have additional information that the first article did not have). Throughout the readings, classes should discuss the role that personal responsibility (or lack thereof) played in Kitty's death. They can discuss how these details tie in to their previous lesson covering diffusion of responsibility and the difference between blame and responsibility (the killer is definitely "to blame" for Kitty's death, but several people could have been "responsible" for letting her die). In addition, teachers and students can create a list of criteria for what makes an article credible, which students can use to aid them in future research.

READ THE TEXT:

- ❖ Teachers can decide how best to present the text: read aloud, partner read, independent read, or a combination.

UNDERSTAND THE TEXT:

- ❖ Teachers may choose to have students highlight any words that show bias.
- ❖ Teachers should use stems to create text-dependent questions.
- ❖ Thinking Map Opportunities:
 - Double Bubble Map: Compare and Contrast the two versions of events

EXPRESS UNDERSTANDING:

- ❖ Students will complete any teacher-created handouts, answering text dependent questions and/or creating thinking maps.
- ❖ Students will answer the focus questions.



LESSON 6: 2 Days

STANDARDS:

RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI 9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI 9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and

LESSON UNDERSTANDING(S):

- ❖ An author should develop his argument with valid reasoning and supporting evidence.
- ❖ Authors structure text intentionally to effectively inform and persuade their readers.
- ❖ Authors use emotional and logical appeals to influence their audience.
- ❖ Readers should always consider authors' credibility and any fallacies in their logic before deciding if they agree or disagree with their argument.

ESSENTIAL QUESTION(S):

- ❖ What is the author's central idea or claim?
- ❖ What kind of appeals does the author use? Are those appeals effective?
- ❖ What evidence does the author use? Is this evidence appropriate and sufficient?
- ❖ Is the author credible?
- ❖ What does it mean for a person to demonstrate responsibility? In what situations do people avoid taking responsibility?

Focus Questions:

- ❖ Does this advertisement use ethical, emotional, and logical appeals effectively? Why or why not?
- ❖ How do you know that advertisement use ethical, emotional, and logical appeals effectively?

LESSON OVERVIEW: Students will view a series of advertisements and identify whether ethical, emotional, or logical appeals are used. Students will discuss with their groups the types of appeals used and if they are used effectively. Students will provide an explanation for their reasoning.

EXPRESS UNDERSTANDING:

- ❖ Students will view a series of advertisements and identify whether ethical, emotional, or logical appeals are used.
- ❖ Students will discuss with their groups the types of appeals used and if they are used effectively.
- ❖ Students will provide a written explanation for their reasoning.



fallacious reasoning.

ACADEMIC VOCABULARY:

Claim

Counter-claim

Rebuttal

Credibility

Ethical Appeal

Emotional Appeal

Logical Appeal

LESSON 7: 2 Days

STANDARDS:

RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI 9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LESSON UNDERSTANDING(S):

- ❖ A good argument has a claim, counterclaim, and rebuttal.
- ❖ An author should develop his argument with valid reasoning and supporting evidence.
- ❖ Authors structure text intentionally to effectively inform and persuade their readers.
- ❖ Authors use emotional and logical appeals to influence their audience.
- ❖ Readers should always consider authors' credibility and any fallacies in their logic before deciding if they agree or disagree with their argument.

ESSENTIAL QUESTION(S):

- ❖ What is the author's central idea or claim?
- ❖ What kind of appeals does the author use? Are those appeals effective?
- ❖ What evidence does the author use? Is this evidence appropriate and sufficient?
- ❖ Is the author credible?

Focus Questions:

- ❖ What is the student's main claim or counterclaim?
- ❖ What details/facts does the student provide to support their claim or counterclaim?
- ❖ Is the student a credible source on this topic?
- ❖ What appeals does the author use to convince their audience?



RI 9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

ACADEMIC VOCABULARY:

Claim

Counter-claim

Rebuttal

Credibility

Ethical Appeal

Emotional Appeal

Logical Appeal

LESSON OVERVIEW: Students will be divided into groups and assigned a topic that does not require research to debate (i.e., Is ice cream better than cake? Is winter better than summer?). Half of the group will present on one side of the issue and the other half will present on the opposing side of the issue. Students will identify relevant details based on prior knowledge that support their claim or counterclaim. Students will hold a brief in-class debate to present their claim, support, counterclaim and rebuttals.

EXPRESS UNDERSTANDING:

- ❖ In each group, students will create a tree map that will classify claims and counterclaims. Students will include relevant details based on their prior knowledge that will support their claims and include rebuttals for counterclaims listed.
- ❖ Students will hold a brief in-class debate to present their claim, support, counterclaim and rebuttals.

LESSON 8: 3 Days

TEXT(S): Perpetrators, Collaborators, and Bystanders: Adolf Eichmann

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to

TEXT DESCRIPTION: This is an excerpt from the trial of Adolf Eichmann, who was the head of the Jewish section of the Gestapo. He worked under Reinhard Heydrich, and sometimes even worked directly with Heinrich Himmler. He was part of the initial discussions about the "Final Solution" to the "Jewish problem". In this excerpt, Eichmann discusses the rift between his duties and his conscience, about how everyone involved felt it was useless to resist, and how Eichmann felt obligated to obey orders from his superiors.

LESSON UNDERSTANDING(S):

- ❖ An author should develop his argument with valid reasoning and supporting evidence.



support analysis; make inferences from the text.

W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ACADEMIC VOCABULARY:

Perpetrator

Collaborator

Bystander

ESSENTIAL QUESTION(S):

- ❖ What does it mean for a person to demonstrate responsibility? In what situations do people avoid taking responsibility?

Focus Question(s):

- ❖ Does Eichmann take responsibility for his actions? Why or why not?
- ❖ Is Eichmann a perpetrator, collaborator, or bystander?

LESSON OVERVIEW: Before reading, students should do a warm up (either written or discussion) about what they would do if an authority figure told them to do something they felt was wrong. The class can discuss the obligation to obey orders versus the need to follow one's own conscience. The class should then read the introduction to the trial excerpt (included before the excerpt) and answer text-dependent questions about the introduction. Then students will then read through the trial transcript, pausing for discussion as they read.

READ THE TEXT:

- ❖ Teachers can decide how best to present the text: read aloud, partner read, independent read, or a combination.

UNDERSTAND THE TEXT:

- ❖ Teachers should use stems to create text-dependent questions.
- ❖ Students should highlight important quotes and discuss their meaning or implication as they read.

EXPRESS UNDERSTANDING:

- ❖ After reading, students will write a paragraph addressing the following constructed response prompt: Is Eichmann a perpetrator, a collaborator, or a bystander? Use evidence from the text to support your answer.

LESSON 9: 3 Days

TEXT(S): “The Milgram Experiment” by Saul McLeod

TEXT DESCRIPTION: “The Milgram Experiment” by Saul McLeod is an informational article explaining the famous experiment conducted by Stanley Milgram after the Nuremberg trials. In this experiment, Milgram told his test subjects that they would be asking someone questions. If the person answered incorrectly, the subject was asked to administer an electric shock. For every wrong answer, the subject was asked to



“Nazis weren’t just following orders” from The Telegraph

STANDARDS:

RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RI9-10.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ACADEMIC VOCABULARY:

Perpetrators
Collaborators
Bystanders
Claim
Counterclaim
Rebuttal

increase the degree of the shock, which ultimately escalated to a “fatal” dose. The person being questioned was part of Milgram’s staff and never really in any danger, but they acted as if they were in pain when shocks were administered, and some even suddenly fell silent as the shocks reached dangerous levels, implying they had passed out or died. Milgram concluded that many people will follow orders—even orders to inflict pain or death on someone else—if those orders are given by an authority figure (in this case, a man in a lab coat). The second article, “Nazis weren’t just following orders,” is an argumentative article that directly refutes Milgram’s findings. It concludes that while people WILL follow orders from authority figures, they will usually only do so if they feel those orders are morally correct.

LESSON UNDERSTANDING(S):

- ❖ A good argument has a claim, counterclaim, and rebuttal.
- ❖ An author should develop his argument with valid reasoning and supporting evidence.
- ❖ Readers should always consider authors’ credibility and any fallacies in their logic before deciding whether they agree or disagree with their argument

ESSENTIAL QUESTION(S):

- ❖ What is the author’s central idea or claim?
- ❖ What evidence does the author use? Is this evidence appropriate and sufficient?
- ❖ Is the author credible?
- ❖ What does it mean for a person to demonstrate responsibility? In what situations do people avoid taking responsibility?
- ❖ How can responsibility be used to combat injustice and abuses of power?

Focus Questions:

- ❖ What does Milgram claim about human beings? How could his claim be used to support the idea that the Nazi officers were not responsible for their actions?
- ❖ How does the article from the Telegraph refute Milgram’s claim? How could this article be used to support the idea that the Nazi officers ARE responsible for their actions?
- ❖ Are the Nazi officers who carried out the orders responsible for their actions, or does the responsibility lie with those who gave the orders?



	<p><u>LESSON OVERVIEW:</u> Teachers should first read “The Milgram Experiment” with students. Optionally, they can show a clip of the experiment (available on simplypsychology.org). Teachers can use text-dependent questions and thinking maps to enhance student understanding as needed. Next, they should read “Nazis weren’t just following orders.” They should use thinking maps or outlines to delineate the author’s argument against Milgram’s findings. Finally, they will write 2-3 paragraphs expressing their own opinion about whether or not the Nazi officers were responsible for their actions, establishing a claim and using evidence from one of the articles to support that claim, then presenting a counterclaim and using evidence from the other article to support that counterclaim. Finally, they will offer a rebuttal to their counterclaim.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none">❖ Teachers can decide how best to present the text: read aloud, partner read, independent read, or a combination. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none">❖ Teachers should use stems to create text-dependent questions.❖ Thinking Map Opportunities:<ul style="list-style-type: none">-Tree Map: Classify the parts of the argument from “Nazis weren’t just following orders”-Tree Map or Flow Map: Organize the parts of the student’s own argument (to be used as an outline before beginning writing) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none">❖ Students will complete any teacher handouts.❖ Students will write a 2-3 paragraph response to the Focus Question: Are the Nazi officers who carried out their orders responsible for their actions, or does the responsibility lie with those who gave the orders? The first paragraph should establish a claim and provide evidence from one of the articles to support that claim. The second paragraph should establish a counterclaim and present evidence in support of that counterclaim. The rebuttal can be included in the second paragraph or in a third paragraph according to teacher preference.
<p>LESSON 10: 1 Day</p> <p>Mini-Lesson: Citation Review</p>	<p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none">❖ All information drawn from sources must include proper citations❖ Citations must be done in a certain format



<p>STANDARDS: L 9-10.3A Write and edit work so that it conforms to the guidelines in the style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type</p> <p>ACADEMIC VOCABULARY: Citations</p>	<p>❖ An author should develop his argument with valid reasoning and supporting evidence.</p> <p><u>ESSENTIAL QUESTION(S):</u></p> <p>❖ What evidence does the author use? Is this evidence appropriate and sufficient?</p> <p><u>LESSON OVERVIEW:</u> Students will be instructed on how to write a works cited page and the elements that must be included in order to write a proper works cited entry. They will then learn how to write a proper parenthetical citation that lines up with the information presented in the works cited page.</p> <p><u>EXPRESS UNDERSTANDING:</u></p> <ul style="list-style-type: none">❖ Students will demonstrate an understanding of what information belongs in a works cited entry, included the order in which it must be included.❖ Students will be able to write a parenthetical citation for an integrated quotation based upon the information provided in the works cited entry.❖ Students will be able to make connections between their in-text citations and the citations in their works cited and make sure that the two match up in order to be effective.
<p>LESSON 11: 6 Days</p> <p>TEXT(S):</p> <p>“Police Brutality and Abuse of Power the New Norm?” by Mai Nowlin</p> <p>“Catcalling happens to most women between the ages of 11 and 17” by Radhika Sanghani</p> <p>“Hey baby! Women speak out against street harassment” by Emily Smith</p> <p>“Cost of educating new class of</p>	<p><u>TEXT DESCRIPTION:</u> The article, “Cost of educating new class of illegal immigrant minors estimated at over \$760M” by Dan Springer discusses the cost and implications of educating immigrant students.</p> <p>“Hey baby! Women speak out against street harassment” by Emily Smith, shares the experiences of women who have been subjected to catcalls and sexual advances on the streets and how they are telling their stories on the Internet in hopes to end street harassment.</p> <p>“Catcalling happens to most women between the ages of 11 and 17” by Radhika Sanghani, analyzes the results of the largest study undertaken by anti-street harassment group Hollaback! The study was done across 22 countries and shares the results of women who have experienced street harassment before the age of 17.</p> <p>“Police Brutality and Abuse of Power the New Norm?” by Mai Nowlin discusses how police brutality has become more commonplace and the effect on attitudes that this has created on the public.</p>



**illegal immigrant minors
estimated at over \$760M” by Dan
Springer**

STANDARDS:

RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI 9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI 9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the

LESSON UNDERSTANDING(S):

1. A good argument has a claim, counterclaim, and rebuttal.
2. An author should develop his argument with valid reasoning and supporting evidence.
3. Authors structure text intentionally to effectively inform and persuade their readers.
4. Authors use emotional and logical appeals to influence their audience.
5. Readers should always consider authors’ credibility and any fallacies in their logic before deciding if they agree or disagree with their argument.

ESSENTIAL QUESTION(S):

- ❖ What is the author’s central idea or claim?
- ❖ What kind of appeals does the author use? Are those appeals effective?
- ❖ What evidence does the author use? Is this evidence appropriate and sufficient?
- ❖ Is the author credible?
- ❖ What does it mean for a person to demonstrate responsibility? In what situations do people avoid taking responsibility?

Focus Questions:

- ❖ What is the author’s main claim?
- ❖ What evidence does the author use to support their claim?
- ❖ In what ways is the author a credible source on this topic?
- ❖ How can circumstances influence personal responsibility?
- ❖ How can individuals become collaborators, perpetrators, and bystanders in a situation?

LESSON OVERVIEW: Students will spend two days per article analyzing, annotating, and discussing important facts and details found in the articles that support/refute claims and counterclaims. Students will note facts found in the article that support claims and counterclaims. Students will respond to teacher created text-dependent questions.

READ THE TEXT:

- ❖ Teacher will spend 2 days on each article. Teachers can use articles provided or find relevant articles that will address topics in line with Q3 writing task. Teacher will decide how best to present the text: read aloud, partner read, independent read, or a combination within their groups.



<p>reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>ACADEMIC VOCABULARY: Claim Counter-claim Rebuttal Credibility Ethical Appeal Emotional Appeal Logical Appeal</p>	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none">❖ With teacher guidance, students should identify the author’s main claim and counterclaim. As they read, they should annotate, circle, highlight and list any support that the author provides for the claim and counterclaim.❖ Students will respond to teacher created text-dependent questions❖ Teachers may also have students identify ethical appeals, emotional appeals, and logical appeals in different colors as they read. Students will determine which appeal is used most. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none">❖ In each group, students will discuss their findings and analyze how facts and details support the author’s claims or counterclaims.
<p>LESSON 12: 1 Day</p> <p>STANDARDS: L9-10.2 Demonstrate command of the conventions of standard English: Use ...a conjunctive adverb to link two or more closely related independent clauses W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 9-10.5 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience.</p>	<p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none">❖ Authors structure text intentionally to effectively inform and persuade their readers. <p><u>LESSON OVERVIEW:</u> Teachers will introduce and explain the use of conjunctive adverbs, demonstrating how to use them effectively to link ideas in writing. Students will practice adding conjunctive adverbs to their own writing to help their ideas flow together and help effectively inform and persuade their readers.</p> <p><u>EXPRESS UNDERSTANDING:</u></p> <ul style="list-style-type: none">❖ Students will identify and explain the function of conjunctive adverbs in sample sentences.❖ Students will revise their own writing to include at least six conjunctive adverbs.
<p>LESSON 13: 8 Days</p>	<p><u>TEXT DESCRIPTION:</u> Students may choose one of the articles (the one relevant to their chosen topic) that was gone over in class, as well as one to two further outside sources which support either their claim or</p>



TEXT(S): Articles from Inquiry Project, as well as supplemental research from student sources

STANDARDS:

RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W 9-10.5 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience.

W 9-10.6 Use technology to produce, publish, and update projects.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

counterclaim.

LESSON UNDERSTANDING(S):

- ❖ A good argument has a claim, counterclaim, and rebuttal.
- ❖ An author should develop his argument with valid reasoning and supporting evidence.
- ❖ Authors structure text intentionally to effectively inform and persuade their readers.
- ❖ Authors use emotional and logical appeals to influence their audience.

ESSENTIAL QUESTION(S):

- ❖ What does it mean for a person to demonstrate responsibility? In what situations do people avoid taking responsibility?
- ❖ How can responsibility be used to combat injustices and abuses of power?
- ❖ How can the structure of my sentences and paragraphs help my reader better understand my argument?

LESSON OVERVIEW: Students will choose which topic they would like to research. They may one of the articles they read in class, but should supplement this article with additional sources, choosing facts and statistics that will support their claim and/or explain their counterclaim. Research may be done independently by student or scaffolded with teacher-provided articles, depending on student ability and access to computers. They will then revise their essays to incorporate the research in an effective manner, balancing their emotional and logical appeals in order to effectively inform and persuade their reader. Their final paper will include an introduction, one to two paragraphs supporting their claim (and incorporating their research), a paragraph offering a counterclaim and rebuttal, a paragraph giving a call to action (if applicable), and a conclusion paragraph. The final paper will be typed and formatted to adhere to MLA guidelines.

EXPRESSING UNDERSTANDING:

- ❖ Research and Drafting (4 days)
- ❖ Revision (2 days)
- ❖ Final Draft (2 days)