

Paramount Unified School District
Educational Services



English Language Arts 3
Curriculum Guide
Unit 1
2016-17



Unit Focus: Argument in Fiction

Standards	Transfer Goals		
<p>Reading: RL. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences. RL. 11-12.2: Determine two or more themes/central ideas in a text, how themes develop, how themes interact and intertwine with one another. RL. 11-12.4: Defining and analyzing figurative language and connotation and its effect on tone and other elements of author’s craft. RI. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences. RI. 11-12.2: Determine two or more themes/central ideas in a text, how themes develop, how themes interact and intertwine with one another. RI. 11-12.4: Defining and analyzing figurative language of the text. RI. 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats.</p> <p>Writing W. 11-12.1: Write arguments to support claims using a logical sequence. W. 11-12.7: Conduct research project in order to solve a problem using multiple sources. W. 11-12.8: Evaluate the validity of multiple multi-modal sources W. 11-12.9: Use textual evidence to support analysis, reflection, and research.</p> <p>Speaking and Listening SL. 11-12.1: Participate in a range of collaborative discussions.</p> <p>Language L. 11-12.1: Standard English grammar conventions L. 11-12.5: Figurative Language and word relationships. L. 11-12.6: Academic and domain specific words.</p>	<ol style="list-style-type: none"> 1. Read, comprehend, and evaluate a range of increasingly complex texts and media written for various audiences and purposes. 2. Communicate ideas effectively in writing and speaking to suit a particular audience and purpose. 3. Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond. 4. Generate open-ended questions and conduct research to find answers through critical analysis of text, media, interviews, and/or observations. 		
	<p>Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Valid evidence with sequenced reasons is essential to support an argument. Authors use figurative language and allusion to develop and strengthen an argument. Multiple credible sources are needed to understand and validate a central idea. Authors appeal to ethics, logic, and emotions for specific reasons. <p>Author’s write arguments as a reflection of personal conviction and social context.</p>	<p>Essential Questions</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> How do authors use evidence to support an argument and validate their claim? Why does an author’s craft often include figurative language/allusions? How does an author’s claim drive individuals to create their own claims? Why would an author want to appeal to a person’s ethics, logic, or emotions? How do authors use imagery, figurative language, and allusion to strengthen an argument? How do authors incorporate their personal convictions into an argument that is based on social context? 	<p>Resources</p> <p>Anchor Text: Declaration of Independence</p> <p>Informational Text: *Narrative on the Life of Frederick Douglas “Self-Reliance” Ralph Waldo Emerson “Civil Disobedience” Henry David Thoreau “Homeless, not Hopeless”- Shole Owonibi</p> <p>Poetry: “I Too Sing America”- Langston Hughes “I Hear America Singing” –Walt Whitman</p>
	<p>Knowledge</p> <p><i>Students will need to know...</i></p> <ul style="list-style-type: none"> Argument Claim Counterclaim Evidence Rebuttal MLA Appeal to ethics/logic/emotion Writing Process Author’s Craft (syntax, tone (sarcasm), figurative language, specific diction, allusions) 	<p>Skills</p> <p><i>Students will need to develop skill at...</i></p> <ul style="list-style-type: none"> Writing strong and valid arguments with supporting evidence from multiple sources. Identifying the impact of an author’s craft on the audience and development of the argument. Analyzing arguments and delineating the appeal. Researching information from multiple sources. Identifying and analyzing central arguments in multiple texts. Incorporating the writing process into all major work. Apply MLA format in the completion of argumentative writing. 	<p>Non-print: *Documentary “Without a Home”</p>

- Purpose
- Evaluate
- Delineate
- Valid
- Stance
- Bias
- Research
- Commentary
- Synthesis
- Integrate
- Imagery
- Transcendentalism

- Identifying a topic, researching the multiple arguments on the topic and develop a claim that is well-structured and supported with evidence.
- Presenting claims and evidence to support their point of view in a debate.



Unit 1 Text Sequence

August 17- October 21 (47 days)

LESSON	# OF DAYS	TEXT(S)
	1	First Day of School
	1	Grade Level Assembly
1	1	Argument diagnostic using the article “Education is Useless” by Calvin Mackie
2	1	Introduction to the Parts of an Argument (PowerPoint) and Diction Overview
3	8	Inquiry Project – Controversial Argument (research, writing constructed responses, debate notes, presentation)
4	5	Declaration of Independence (Anchor Text)
5	5	Portion of “Self-Reliance” (Ralph Waldo Emerson, pg. 224 in text book)
6	2	Synthesis Review (Writing)
7	5	Introduction and Reading of a Portion of “Civil Disobedience”(Henry David Thoreau, pg. 249 in text book) (1 day for Introduction and 4 days for reading)



	1	Formative Assessment #1
8	3	Argumentative Essay on “Civil Disobedience” or “Self-Reliance”
9	3	Excerpt from “Narrative on the Life of Frederick Douglas” (Frederick Douglas, pg. 427 in text book)
10	3	“I Hear America Singing” (Walt Whitman, pg. 352 in text book), and “I Too sing America” (Langston Hughes, pg. 733 in text book)
	2	Benchmark Essay
11	3	Documentary “Without a Home”
	2	Selected and Constructed Response Benchmark



INSTRUCTIONAL SEQUENCE

LESSON 1: 1 DAY

TEXT(S): “Education is Useless”

STANDARDS:

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

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

RI. 11-12.5: Analyze how the structure and format influences the author’s purpose and how it validates the exposition or argument of the text.

TEXT DESCRIPTION: : “Education Is Useless” is a short essay in which CNN Blog contributor, Calvin Mackie, PhD., discusses the critical importance of helping students thirst for education before teachers try to teach them. It is an excellent model essay to annotate as a review of the parts of an argument and it also helps the students think about their own motivation to be successful in the upcoming school year.

UNIT UNDERSTANDINGS:

- ❖ Authors sequence reasons (ideas) to build an argument.
- ❖ Historical background helps the process of understanding literature and informational texts.
- ❖ Authors appeal to ethics, logic, and emotions for specific reasons.
- ❖ Authors write arguments as a reflection of personal conviction and social context.

LESSON UNDERSTANDINGS:

- ❖ Mackie built one idea upon another to develop and strengthen his argument.
- ❖ Understanding contemporary American culture gives readers a framework in which to appreciate the arguments of Mackie.
- ❖ Mackie appeals to ethics, logic and emotions to motivate his readers to consider student needs.
- ❖ “Education is Useless” is an articulate expression of Mackie’s belief in the importance of making students hungry for education.

ESSENTIAL QUESTIONS:

- ❖ Why does an author’s craft include intentional sequencing of ideas?
- ❖ How does the historical context affect the interpretation of the argument?
- ❖ How do authors appeal to the reader?
- ❖ How does the author’s writing reflect his personal conviction?

FOCUS QUESTIONS

- ❖ How does Mackie organize his ideas to effectively build his argument in “Education is Useless”?
- ❖ How does the contemporary consumer culture provide a framework for Mackie’s philosophy and arguments on education?
- ❖ How does Mackie appeal to the reader? Are his appeals effective?
- ❖ What are Mackie’s personal convictions about education?



ACADEMIC VOCABULARY:

- **argument**
- **claim**
- **counterclaim**
- **evidence**
- **stance**
- **reasons**
- **appeal**

TEXT SPECIFIC VOCABULARY:

- unadulterated
- dynamic
- slop
- truism
- crave
- afford
- collective
- utility
- render
- reignite
- resuscitate

LESSON OVERVIEW: The class will read through the essay for a quick understanding of the author’s claim and reasons. Then the students will work in pairs to annotate the text following the four text-based questions. Finally, the students will complete a multi-flow map to summarize their analysis.

READ THE TEXT:

- ❖ Independent reading
- ❖ Partner reading
- ❖ Teacher reads to class
- ❖ Partner/group activity using a Thinking Map to formatively assess understanding

UNDERSTAND THE TEXT:

- ❖ **Close Read strategies:** Students annotate the text working independently or in pairs guided by the text-based questions.
- ❖ **Text-dependent questions:**
 1. State the central argument of “Education Is Useless” and underline the sentence in the text where the author most directly states this thesis. RI 11-12.1
 2. Delineate at least three reasons Mackie gives to build his central argument. RI 11-12.1 & 3 Mark the reasons as #1, #2, and #3.
 3. Where does Mackie appeal to the reader’s sense of ethics, logic, and emotion? RI. 11-12.5
 4. Delineate three of Mackie’s ideas for improving education. RI. 11-12.3 Mark these as A, B, C.
- ❖ **Vocabulary study**

Students will use the target academic and lesson specific vocabulary when responding to text-based questions, including short constructed responses.
- ❖ **Language skills**

Teach mini-lesson on complex/compound sentences. RI 11-12.5



❖ **Thinking Maps**

Use the multi-flow map to show how Mackie supports his central idea with evidence and then how he suggests actions to improve education.

EXPRESS UNDERSTANDING:

- ❖ Pair-Share and completion of the text annotation.
- ❖ Completion of the multi-flow map to summarize Mackie's ideas
- ❖ Small-Group and class-wide discussion of the annotations and multi-flow map
- ❖ Writing task – Reflection: paragraph response to Mackie's ideas.



LESSON 2: 1 DAY

TEXT(S): Unit 1 Essential Vocabulary Power Point “Education is Useless” by Mackie Calvin

STANDARDS:
RL.11-12.3,4
RI.11-12.4,5

ACADEMIC VOCABULARY:
argument
claim
reasons
counterclaim
evidence
MLA
rebuttal
appeal to ethics/logic/emotion
author's craft
figurative language
imagery
tone
irony
syntax
diction (informal vs. formal: see handout)

TEXT DESCRIPTION: The teacher and the students will review the Essential Vocabulary for Unit 1 (powerpoint). As the teacher teaches the vocabulary, the students will identify the terms on the article, “Education is Useless”. This will allow the students to complete multiple reads of the text while experiencing the vocabulary at the same time.

UNIT UNDERSTANDING(S):

- ❖ Valid evidence with sequenced reasons is essential to support an argument.
- ❖ Author’s write arguments as a reflection of personal conviction and social context.

ESSENTIAL QUESTION(S):

- ❖ Why do authors use evidence and figurative language to support arguments?

FOCUS QUESTIONS(S):

- ❖ Why is it important to have knowledge of vocabulary that is associated with arguments?
- ❖ What are the major parts of an argument?

LESSON OVERVIEW: The students will acquire the Essential Vocabulary by identifying examples of the vocabulary in the article “Education is Useless”. As the teacher/students read the bullet points off the powerpoint, the teacher will then ask the students to identify examples of the vocabulary in the article. For example, after defining “claim”, the students would underline the “claim” directly on the article. This will allow students to experience the vocabulary in action. At this time, the teacher can also introduce the annotation marks for each of the major components of an argument. These annotation marks should be used whenever the students read an argumentative article in order to reflect understanding of the elements of the argument in the text.

READ THE TEXT:

- ❖ Teacher/students read information on the PowerPoint. The students will also independently read the article multiple times.

UNDERSTAND THE TEXT:

- ❖ Students annotate the text to reflect the essential vocabulary.

EXPRESS UNDERSTANDING:

- ❖ Students’ annotations of the text.



INSTRUCTIONAL SEQUENCE

LESSON 3: 8 DAYS

TEXT(S): reliable and credible sources of information from the internet, databases, newspapers, magazines, books

STANDARDS:

RI. 11-12.1 – Cite textual evidence, identify uncertainty, and draw inferences

W. 11-12.7 – Conduct research in order to solve a problem using multiple sources

SL 11-12.1D

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

ACADEMIC VOCABULARY:

- Research
- Claim
- Evidence
- Counterclaim
- Rebuttal
- Commentary

TEXT SPECIFIC VOCABULARY:

Vocabulary will vary based on research topic and texts used.

TEXT DESCRIPTION: Students will self-select credible sources (guided by the teacher) that provide reliable and citable information on a controversial topic they will debate.

UNIT UNDERSTANDINGS:

- ❖ Valid evidence with sequenced reasons is essential to support an argument.
- ❖ Multiple credible sources are needed to understand and validate a central idea.
- ❖ Authors appeal to ethics, logic, and emotions for specific reasons.
- ❖ Author’s write arguments as a reflection of personal conviction and social context.

LESSON UNDERSTANDINGS:

- ❖ To gain audience support, speakers in a debate appeal to ethics, logic, and emotions.
- ❖ A savvy researcher chooses credible sources for solid information.
- ❖ During a debate, opponents must listen carefully and actively to better prepare for rebuttal and closing statements.

ESSENTIAL QUESTIONS:

- ❖ How do authors use evidence to support an argument and validate their claim?
- ❖ How does an author’s claim drive individuals to create their own claims?
- ❖ Why would an author want to appeal to a person’s ethics, logic, or emotions?

FOCUS QUESTIONS

- ❖ How did the two students disagree on this specific topic?
- ❖ What appeal(s) did each speaker use?
- ❖ How did each speaker support her/his position?
- ❖ How effectively did each speaker respond to the strongest ideas of her/his opponent?

LESSON OVERVIEW:

- ❖ Day 1: Teachers will assign topics to student pairs (one pro and one con).
Students begin researching as a pair. Teacher assigns each pair a debate date.
- ❖ Day 2: Students continue to research their topic as a pair.
- ❖ Days 3 & 4: Students work independently, continuing research and preparing for their position in



their debate.

- ❖ Days 5-9: Student pairs debate their topic; audience takes notes using a double-bubble map and writes a position statement on each topic.

READ THE TEXT:

- ❖ Pair Researching
- ❖ Individual Researching

UNDERSTAND THE TEXT:

- ❖ **Close Read strategies:**
 - ❖ Students complete notes (pro and con reasoning and evidence charts) as they research.
 - ❖ Students organize their debate points in the position over-view chart.
- ❖ **Text-dependent questions:**
 - ❖ What is my assigned position on this topic?
 - ❖ What are three reasons that support my assigned position on this topic?
 - ❖ What specific evidence will support each reason?
 - ❖ What might my opponent say to attack my position?
 - ❖ How will I respond to each critique?
- ❖ **Vocabulary study**
 - ❖ Students will use professional vocabulary appropriate to their topic.
- ❖ **Language skills**
 - ❖ Teach mini-lesson on debate format.
- ❖ **Thinking Maps**
 - ❖ Audience members will use double bubble charts to take notes on the debates.

EXPRESS UNDERSTANDING:

- ❖ Student pairs will present formal structured debates on assigned topics.
- ❖ **Writing task** – Independent Constructed Responses:
Audience members will have to take a stand and write a position statement on each topic which clearly takes a position and gives several reasons.



INSTRUCTIONAL SEQUENCE

LESSON 4: 5 DAYS

TEXT(S): The Declaration of Independence

STANDARDS:

RI. 11-12.1: cite textual evidence, identify uncertainty, and draw inferences

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

RI. 11-12.4: defining and analyzing figurative language

RI. 11-12.6 determine an author's point of view or purpose in a text

RI. 11-12.8 delineate and evaluate ... whether the reasoning is sound and the evidence is relevant

W. 11-12.1: write arguments to support claims using a logical sequence

TEXT DESCRIPTION: *The Declaration of Independence* is an historic document in which the thirteen American colonies, at war in 1776 with the British government, declared themselves “free and independent states, giving their reasons for separating from England.

UNIT UNDERSTANDINGS:

- ❖ Valid evidence with sequenced reasons is essential to support an argument.
- ❖ Authors appeal to ethics, logic, and emotions for specific reasons.

LESSON UNDERSTANDINGS:

- ❖ The writers of *The Declaration of Independence* delineated both theoretical and practical reasons for separating from England.
- ❖ The signers of *The Declaration of Independence* hoped to gain support among Americans and from other countries by appealing to ethics, logic, and emotions.

ESSENTIAL QUESTIONS:

- ❖ How do authors use evidence to support an argument and validate their claim?
- ❖ Why would an author want to appeal to a person's ethics, logic, or emotions?

FOCUS QUESTIONS

- ❖ How and why did the writers of The Declaration of Independence support their arguments both theoretically and practically?
- ❖ How effectively did the writers of The Declaration of Independence appeal to ethics, logic, and emotion?



ACADEMIC VOCABULARY:

- **Argument**
- **Purpose**
- **Historical Document**
- **Delineate**

TEXT SPECIFIC VOCABULARY:

- Self-evident
- Tyranny
- Assent
- Abdicated
- Absolved

LESSON OVERVIEW:

Day One: The class watches a video recitation of the entire *Declaration of Independence*.

<https://www.youtube.com/watch?v=ETroXvRFoKY>

As students watch the video, they complete the circle maps (Lesson 3a)

The teacher will put up three large circle maps around the room (butcher paper, white board).

These large circle maps replicate the maps on the students' papers.

Students walk around putting ideas on the large circle maps using their small maps.

The class debriefs what they got out of this "first reading" of the document.

Homework: Students finish the reflection at the bottom of the student circle map form.

Day Two and Three: Students read through the entire *Declaration of Independence* and respond to the text-based questions (Lesson 3b, pages 1-5).

(Teachers may use a variety of reading strategies)

Homework: Students complete the constructed response (Lesson 3b, page 6)

Day Four and Five: Students complete the small group activity, "Final Thoughts" (Lesson 3b, page 6)

READ THE TEXT:

- ❖ Independent reading
- ❖ Partner reading
- ❖ Teacher reads to class
- ❖ Listen to the audio version

UNDERSTAND THE TEXT:

- ❖ **Close Read strategies:** Text Annotation

- ❖ **Text-dependent questions (to the right of the document in the packet).**

Teachers may also use some or all of the following prompts to guide class discussion:

5. What is the authors' purpose in writing this document?. RI 11-12.6

6. Restate the theoretical reason given for the right to revolt against government. RI 11-12.1 & 3



7. According to this document, when does it become necessary to create a new government? RI. 11-12.5
8. What does the use of the word “Tyranny” imply about the influence that the King of Great Britain has had over the people? RI. 11-12.4
9. What inference about the King’s criminal actions is supported by the text? (include quotations) RI. 11-12.1
10. What conclusion can be drawn about the repeated mention of the treatment that the King has given to the Army and Military? RI. 11-12.1
11. How does the authors’ inclusion of these offences committed by the King contribute to the text? In other words, why should readers care? RI. 11-12.8
12. The authors imply that the King is trying to prevent them from having a successful life in America through a variety of different methods. Which evidence from this section best supports this idea? RI.11-12.1

❖ **Vocabulary study**

Students look up unfamiliar words and/or discuss the meaning of the word as used in context and take notes on these words for later use. The students will practice using the target academic and lesson specific vocabulary when responding to text-based questions, including short constructed responses, and in completing the final creative writing assignment.

❖ **Language skills**

Teach mini-lesson on arguing from general concepts to specific examples as students read the text. RI 11-12.5

❖ **Thinking Maps**

Use circle maps to organize ideas gathered from the document on the first read.
Use a tree map to organize ideas for the group project applying the principles of *The Declaration of Independence* to contemporary groups of people.



EXPRESS UNDERSTANDING:

- ❖ Class Discussion after the first read.
- ❖ Pair-Share and completion of Reading Guide (annotations and evidence-based answers).
- ❖ Small-Group and Class-Wide Discussion of Text-Based Questions
- ❖ Short constructed response personally applying the principles of *The Declaration of Independence*
Writing task – Independent Creative Writing: Now that you have finished reading the Declaration of Independence, ask yourself, “What would I like my independence from?” For the following constructed response:
 1. *State the person, organization, or institution that you would want your independence from.*
 2. *State the philosophy behind your demand for independence.*
 3. *State the offenses this person, organization, or institution has had against you.*
 4. *End with your call to action (what you will do to claim this independence for yourself?).*
- ❖ Small group presentations applying the principles of *The Declaration of Independence* to a specific Group of people in the United States



INSTRUCTIONAL SEQUENCE

LESSON 5: 5 DAYS

TEXT(S): from *Self-Reliance* by Ralph Waldo Emerson in textbook (224)

STANDARDS:

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

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

RI. 11-12.5: Analyze how the structure and format influences the author's purpose and how it validates the exposition or argument of the text.

TEXT DESCRIPTION: *Self-Reliance* is an essay written by Ralph Waldo Emerson that expounds his philosophy of independent thinking.

UNIT UNDERSTANDINGS:

- ❖ Authors appeal to ethics, logic, and emotions for specific reasons.
- ❖ Authors write arguments as a reflection of personal conviction and social context.

LESSON UNDERSTANDINGS:

- ❖ Emerson appeals to ethics, logic and emotions to motivate his readers to think independently.
- ❖ *Self-Reliance* is an articulate expression of Emerson's belief in independent thought and action.

ESSENTIAL QUESTIONS:

- ❖ Why would an author want to appeal to a person's ethics, logic, or emotions?
- ❖ How do authors incorporate their personal convictions into an argument that is based on social context?

FOCUS QUESTIONS

- ❖ How does Emerson appeal to the reader? Are his appeals effective?
- ❖ What are Emerson's personal convictions about independent thought and action?

LESSON OVERVIEW: The teacher will provide background on The Romantic Movement, Emerson, and Transcendentalism (powerpoint). Students will reflect on how independent they are using the questions on the reading guide. Then, the class will read from *Self-Reliance* found on page 224 of the textbook keeping in mind that they should be looking for specific claims being made by the author. Pairs will re-read the text, and complete the quote and paraphrase part of the worksheet. Once the class is done with the worksheet, students need to complete a Flow Map to support the claim made by Emerson. Based on the information from the Flow Map, students will answer two constructed responses.



ACADEMIC VOCABULARY:

- **argument**
- **claim**
- **counterclaim**
- **evidence**
- **stance**
- **Transcendentalism**

TEXT SPECIFIC VOCABULARY:

- Conviction
- Proportionate
- Impart
- Manifest
- Predominate
- Transcend
- Benefactor
- Conspiracy
- Aversion
- Integrity

READ THE TEXT:

- ❖ Independent reading
- ❖ Partner reading
- ❖ Teacher reads to class
- ❖ Listen to the audio version
- ❖ Partner/group activity using a Thinking Map to formatively assess understanding

UNDERSTAND THE TEXT:

- ❖ **Close Read strategies**
- ❖ **Text-dependent questions:**
 13. State the central argument of *Self-Reliance* and delineate at least three reasons Emerson gives to build that argument. RI 11-12.1 & 3
 14. How is *Self-Reliance* and expression of the Romantic Movement? RI 11-12.1 & 3
 15. How does Emerson appeal to the reader's sense of ethics, logic, and emotion? RI. 11-12.5
 16. Delineate three of Emerson's transcendentalist convictions as expressed in *Self-Reliance*. RI. 11-12.3
- ❖ **Vocabulary study**

Students will use the target academic and lesson specific vocabulary when responding to text-based questions, including short constructed responses.
- ❖ **Language skills**

Teach mini-lesson on complex/compound sentences. RI 11-12.5
- ❖ **Thinking Maps**

Use Flow Map to show how one idea builds to the next and ultimately to the central idea.

EXPRESS UNDERSTANDING:

- ❖ Pair-Share and completion of Reading Guide
- ❖ Small-Group and Class-Wide Discussion of Text-Based Questions



❖ **Writing task** – Independent Constructed Responses:

1. What was Emerson's argument? Use textual evidence to support his argument. Explain how the textual evidence supported Emerson's argument.
2. Create a counterclaim to go against Emerson's argument. Explain why a person concerned with tradition and order would support this counterclaim.



LESSON 6: 2 Days

TEXT(S): “Who was Congressman Robert Smalls,” Excerpt from *The Journal of Hannah Smalls* and “Correspondence Between Dr. Simon Elkins and Colonel John R. Williams (Slave Owners)”

STANDARDS:

RL. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.

RI. 11-12.6: Determine an author’s point of view

RI. 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats.

ACADEMIC VOCABULARY:

- Summarize
- Synthesize
- Argument
- Point-of-View

RESOURCE DESCRIPTION: The “Excerpt from the Journal of Hannah Smalls” is written by a slave who, along with her husband Robert, is planning to escape the clutches of their owner. The biographical sketch of Robert Smalls gives additional background information on the escape. “The Letters” are correspondence between two slave owners.

UNIT UNDERSTANDING(S)

- ❖ Authors appeal to logic, ethics, and emotions for specific reasons.
- ❖ Multiple credible sources are needed to understand and validate a central idea/argument.

LESSON UNDERSTANDING(S):

- ❖ Slaves had to weigh many different values and threats in deciding if, when, and how to escape.
- ❖ Slave owners convinced themselves that slavery was not evil using ethical, logical, and emotional appeals.
- ❖ Studying the point of view of both slaves and owners helps modern readers understand the historic period.

ESSENTIAL QUESTION(S):

- ❖ How do authors appeal to logic, ethics, and emotions to support an argument?
- ❖ How do multiple sources validate a central argument?

FOCUS QUESTION(S):

- ❖ What claims are being made in both texts?
- ❖ How did using multiple sources validate the claims made?

LESSON OVERVIEW:

Day One: Students will read the excerpt from the journal of Hannah Smalls and the biographical sketch of Robert Smalls. Then they will work on summarizing and synthesizing these two texts using a double bubble



TEXT-SPECIFIC VOCABULARY:

- **Correspondence**
- **Verge**
- **Brazen**
- **Unswayed**
- **Hasten**
- **Seared**
- **Overcome**
- **Commandeered**
- **Deactivate**

Thinking Map. Then they will read the two letters from the slave owners and complete a double bubble synthesis of these two letters.

Day Two: Students write a paragraph synthesizing the four texts to support the topic claim: Because many slave owners believed their slaves were “dim witted” and incapable of self-care, some slaves took advantage of this type of ideology to plan and execute their escape from slavery.

READ THE TEXT:

- ❖ Independent reading
- ❖ Students can read in pairs.
- ❖ Students can work in small groups to “jig-saw” the readings

UNDERSTAND THE TEXT:

- ❖ Close Read strategies (highlight key information)
- ❖ Students complete two double bubble maps to synthesize the ideas in the texts.
- ❖ **Text-Dependent Questions:**
 1. What competing concerns had to be considered by Robert and Hannah Smalls?
 2. How did Elkins and Williams justify their ownership of slaves?
 3. How did slaves take advantage of the POV of slave owners when planning their escape from slavery?
- ❖ **Vocabulary Study**
 1. Students will make use of footnotes to help comprehend unfamiliar and/or difficult vocabulary in context.
 2. Students will be encouraged to use the target vocabulary words in completing the double bubble thinking maps and synthesis argumentative paragraph.
- ❖ **Language Skills**

Teach mini-lesson on the use of dependent clauses followed by a comma to create complex claims. (This is done when introducing the synthesis argumentative paragraph.)



❖ **Thinking Maps Opportunities**

Use a Double Bubble Thinking Map to Synthesize the texts.

EXPRESS UNDERSTANDING:

- ❖ **Synthesis argumentative writing task:** Using their notes from their Thinking Maps, students will write a well-developed paragraph for supporting this claim/Argument: Because many slave owners believed their slaves were “dim witted” and incapable of self-care, some slaves took advantage of this type of ideology to plan and execute their escape from slavery.



INSTRUCTIONAL SEQUENCE

LESSON 7: 5 DAYS

TEXT(S): from *Civil Disobedience* by Henry David Thoreau (Handout).

STANDARDS:

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

RI. 11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective.

W. 11-12.1 Write arguments to support claims using a logical sequence.

ACADEMIC VOCABULARY:

- Argument
- Claim
- Evidence
- Purpose
- Evaluate
- Stance

TEXT DESCRIPTION: Civil Disobedience is an essay written by Henry David Thoreau that expounds his philosophy of resistance to unjust government.

UNIT UNDERSTANDINGS:

- ❖ Authors sequence reasons (ideas) to build an argument.
- ❖ Authors appeal to ethics, logic, and emotions for specific reasons.
- ❖ Authors write arguments as a reflection of personal conviction and social context.

LESSON UNDERSTANDINGS:

- ❖ Thoreau built one idea upon another to develop and strengthen his argument.
- ❖ Thoreau appeals to ethics, logic and emotions to motivate his readers to think independently.
- ❖ *Civil Disobedience* is an articulate expression of Thoreau’s belief in resistance to unjust government.

ESSENTIAL QUESTIONS:

- ❖ Why does an author’s craft include intentional sequencing of ideas?
- ❖ How do authors appeal to the reader?
- ❖ How does the author’s writing reflect his personal conviction?

FOCUS QUESTIONS

- ❖ Why did Thoreau build one idea upon another to develop his argument in *Self-Reliance*?
- ❖ How does Thoreau appeal to the reader? Are his appeals effective?
- ❖ What are Thoreau’s specific ideas about when civil disobedience is necessary and how to effectively resist unjust government?

LESSON OVERVIEW: The teacher will provide background on Thoreau, American Slavery, and the Mexican-American War (film, lecture). Students will reflect on what they should do when the U.S. government acts in a way they perceive as immoral using the question on the reading guide. Then, the class will read from *Civil Disobedience* (handout) keeping in mind that they should be looking for



TEXT SPECIFIC VOCABULARY:

- Expedient
- Prevail
- Integrity
- Vitality
- Alacrity
- Resign
- Cultivate
- Palpitation
- Incline
- Unscrupulous
- Commodities
- Eradication
- Inconsistency
- Insurrection
- Indifference
- Endeavor
- Amend
- Transgress
- Apt
- Cherish
- Afflict
- Eloquent
- Multitude
- Concede
- Aloof

specific claims being made by the author. Students will annotate the text as they read and create a flow map of the progression of Thoreau's ideas. When the class finishes the first read through, the students will write a theme statement for the entire piece. Pairs will analyze the quotes from the text, completing section I of the reading guide. Next, small groups will discuss an assigned section of *Civil Disobedience* (sections A-E) and report back to the class Thoreau's key ideas. Students will finally respond independently to the two constructed response questions. NOTE: In all writing and discussing, students are encouraged to use the academic vocabulary and the words on the text specific vocabulary list.

READ THE TEXT:

- ❖ Independent reading
- ❖ Partner reading
- ❖ Teacher reads to class
- ❖ Listen to the audio version
- ❖ Partner/group activity using a Thinking Map to formatively assess understanding

UNDERSTAND THE TEXT:

❖ **Close Read strategies:**

- Students work in pairs to complete the graph in which they summarize in their own words the quotes from Thoreau's *Civil Disobedience*
- Small groups read and summarize Thoreau's key ideas in sections A, B, C, D, & E
- Groups share their ideas with the whole class so each student can complete the text based questions

❖ **Text-dependent questions:**

Students answer short and longer constructed response at the end of the lesson.

❖ **Vocabulary study**

Students will refer to the glossary as they read.

Students will use the target academic and lesson specific vocabulary when responding to text-based questions, including short constructed responses.



❖ **Language skills**

Teach mini-lesson on complex/compound sentences using sentences from the text.
RI 11-12.5

❖ **Thinking Maps**

Use a Flow Map to show how one idea builds to the next and ultimately to the central idea.

EXPRESS UNDERSTANDING:

❖ Pair-Share and completion of Reading Guide

❖ Small-Group and Class-Wide Discussion of Text-Based Questions

❖ Writing task – Independent Constructed Responses:

1. In a paragraph, state Thoreau's central idea and explain how he supports that claim.
2. In a paragraph, write a counterargument to Thoreau's claim and support this counterargument with two or three reasons.



LESSON 8: 3 DAYS

TEXT(S): Selections from *Self Reliance* by Ralph Waldo Emerson and from *Civil Disobedience* Henry David Thoreau.

STANDARDS:

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

ACADEMIC VOCABULARY:

- Argument
- Claim
- Counterclaim
- Appeal
- Evidence
- Conclusion
- Transition

TEXT SPECIFIC VOCABULARY:

- Transcendentalism
- Individualism

TEXT DESCRIPTION: *Self-Reliance* is an essay written by Ralph Waldo Emerson that expounds his philosophy of independent thinking and *Civil Disobedience* is an essay written by Henry David Thoreau that expounds his philosophy of resistance to unjust or unethical government. Both texts were influential during the Transcendentalist period.

UNIT UNDERSTANDINGS:

- Valid evidence with sequenced reasons is essential to support an argument.
- Authors appeal to ethics, logic, and emotions for specific reasons.

LESSON UNDERSTANDINGS:

- Emerson appeals to ethics, logic and emotions to motivate his readers to think independently.
- Thoreau built one idea upon another to develop and strengthen his argument.

ESSENTIAL QUESTIONS:

- How does an author’s claim drive individuals to create their own claims?
- Why would an author want to appeal to a person’s ethics, logic, or emotions?

FOCUS QUESTIONS

- How do writers organize reasons/evidence to effectively convince the reader?
- How do writers consider and rebut a counterclaim in the course?
- How is an argument a reflection of personal conviction and social context?

LESSON OVERVIEW: The students will review their notes and work on *Self-Reliance* by Ralph Waldo Emerson and *Civil Disobedience* by Henry David Thoreau. The students will complete a Thinking Map that answers the prompt on day one of the lesson. For days two and three of the lesson, the students will use their Thinking Map to type their essay and submit it.

READ THE TEXT:

- Students read the writing prompt.

UNDERSTAND THE TEXT:

- **Close Read Strategies:** Students deconstruct the prompt (highlight actions).
- **Vocabulary study**
Students and teacher will briefly review the academic and lesson specific vocabulary.
- **Language skills**
Teach mini-lesson on the parts of a well-organized essay:
 - Intro with hook, overview (including titles, genres, and authors) and claim
 - Body paragraphs with reasons, evidence, commentary, transitions
 - Counterclaim and Rebuttal
 - Conclusion
- **Thinking Maps**
Tree Map for organizing all the parts of an essay

EXPRESS UNDERSTANDING:

- Students work in pairs or small groups to complete the Thinking Map for the essay.
- Writing task – Independent Essay writing.
- “Best Possible” First Draft
- Self-Editing using the Essay Check List
- Proofreading and Rewriting



INSTRUCTIONAL SEQUENCE

LESSON 9: 3 DAYS

TEXT(S): *The Narrative of the Life of Frederick Douglass*

STANDARDS:

RL and RI 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences

RL 11-12.3: Analyze the impact of author’s craft on a story

RI 11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective

W. 11-12.1: Write arguments to support claims using a logical sequence

W. 11-12.5: Follow the writing process

SL. 11-12.1: Participate in a range of collaborative discussions

L. 11-12.1: Standard English grammar conventions

L. 11-12.2: Standard English capitalization, punctuation, and spelling

RESOURCE DESCRIPTION: Frederick Douglass was born into slavery in Talbot County, on the Eastern Shore of Maryland, and was separated from his mother soon after birth. Since records were not kept of the birth of children born into slavery, Douglass was never sure of his exact age: “Genealogical trees do not flourish among slaves,” he was to remark ironically later. In this passage, Douglass relates a life changing series of events that moved Douglass from being resigned to a life of slavery to being convinced of his future as a free man. Today, Douglass is revered for the courage with which he insistently proclaimed his profoundly humane values, and admired for the quiet eloquence of his writing style.

UNIT UNDERSTANDING(S):

- ❖ Valid evidence with sequenced reasons is essential to support an argument.
- ❖ Authors appeal to ethics, logic, and emotions for specific reasons.

LESSON UNDERSTANDING(S):

- ❖ Frederick Douglass strategically sequences his narrative, building evidence to support his central claim
- ❖ Frederick Douglass uses vivid description and commentary that directly addresses his readers to appeal to ethics, logic, and emotions.

ESSENTIAL QUESTION(S):

- ❖ How do authors use evidence to support an argument and validate their claim?
- ❖ Why would an author want to appeal to a person’s ethics, logic, or emotions?



ACADEMIC VOCABULARY:

- **Argument**
- **Claim**
- **Counterclaim**
- **Point of view**

FOCUS QUESTION(S):

- ❖ How does Frederick Douglass strategically sequence his narrative to build evidence in support of his central claim?
- ❖ Why does Frederick Douglass' diction, use of description, and commentary appeal to his readers' ethics, logic, and emotions?

LESSON OVERVIEW:

Day One: The students will read an excerpt from *The Narrative of the life of Frederick Douglass*. Students will then identify the six most important events in the story.

Day Two: The students will complete a Thinking Map explaining the inferred argument and provide an explanation as to whether the argument appeals to ethics, logic, or emotion.

Day Three: The students will write a mini-essay.

READ THE TEXT:

- ❖ Whole class reading, with teacher guidance
- ❖ Students individually reread selected passages
- ❖ Partner/small group reading of selected passages

UNDERSTAND THE TEXT:

- ❖ **Close Read strategies** – pause during preselected (by teacher) passages that focus on the academic vocabulary and focus questions. Students take notes in the margins to help with comprehension of Douglass' elevated vocabulary and to help answer the text dependent questions.
- ❖ **Text-Dependent Questions:**
 1. Based on the quote, "You have seen how a man was made a slave; you shall see how a slave was made a man," what do you predict this passage is going to be about?



2. Why would the argument, “if you weren’t used to doing heavy work, the work would be difficult” appeal to one’s emotions?
 3. What is being appealed to in the quote, “I told him as well as I could, for I scarce had strength to speak.”? Why?
 4. Provide textual evidence from the 4th paragraph that would appeal to a person’s emotions.
 5. Why would walking to ask his master for protection be such a “severe undertaking” for Douglass at this point?
 6. The 1st paragraph on page 2 is filled with imagery. Provide an example of imagery that would appeal to a person’s emotions.
 7. What argument does Master Thomas make for Mr. Covey beating Douglass? (You need to state a claim.)
 8. Why was it lucky for Douglass to meet Sandy Jenkins in the woods?
 9. Why would the fact that it was Sunday when Douglass got back to Mr. Covey’s make Douglass think that was the reason he was beaten? What is this appealing to?
 10. What event occurred in the 3rd paragraph on page 3 that was unusual for a slave to take part in?
 11. The quote, “this kick had the effect of not only weakening Hughes, but Covey also. When he saw Hughes bending over with pain, his courage quailed,” appeals to which part of someone? Why?
 12. The ROOT didn’t keep Douglass from getting beaten, but it did do something for him. Provide textual evidence into how Douglass’ life changed after the ROOT was given to him.
 13. What was Douglass’ purpose for writing this passage?
 14. State a claim that you believe Douglass would have created for this argument passage.
- ❖ **Vocabulary study** – Students need to use the parts of an argument (academic vocabulary) while completing text-dependent questions and Thinking Maps. Students will also be encouraged to use some of Douglass’ own elevated vocabulary in writing responses.
 - ❖ **Language skills** - Have students focus on sentence structure and the use of a variety of different types of sentences in their responses.
 - ❖ **Thinking Map Opportunities** – Use a flow map to note the key events in the narrative and to consider how each event appeals to logic, ethics, and emotion.



Use a tree map to support the main ideas that fall under the categories of ethical, emotional, and logical appeals.

EXPRESS UNDERSTANDING:

The following prompt is an “alternate assignment.”

Students will write a mini-essay that develops Frederick Douglass’ claim, “Although his current circumstances dictate that Frederick Douglass is still a slave, the result of the events described in this narrative show that in his own mind he **should not** be seen as a slave.” Make sure you refer back to the Thinking Maps that note events and appeals.



INSTRUCTIONAL SEQUENCE

LESSON 10: 3 DAYS

TEXT(S): "I Hear America Singing"
(Walt Whitman, pg. 352 in text book),
"I Too Sing America" (Langston
Hughes, pg. 733 in text book)

STANDARDS:

RL. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.
RL. 11-12.3: Analyze the impact of author's craft on a piece of literature.
RL. 11-12.4: Defining and analyzing figurative language and connotation and its effect on tone and other elements of author's craft.
RI. 11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.
RI. 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats.
SL. 11-12.1: Participate in a range of collaborative discussions.
W. 11-12.9: Use textual evidence to support analysis, reflection, and research.

TEXT DESCRIPTION: "I Hear America Singing" is a short poem in which Walt Whitman puts forth his philosophy of being American. Whitman notes that America is composed of hardworking people who take pride in their work and in their camaraderie. In his poem "I Too Sing America," Langston Hughes reminds Americans that people of color are an essential part of America and should have their equal place in American society.

UNIT UNDERSTANDING(S):

- ❖ Authors use imagery, figurative language and allusion to develop and strengthen an argument.
- ❖ Authors may use elements of satire to develop an argument.
- ❖ Authors write arguments as a reflection of personal conviction and social context.
- ❖ Authors in different eras revisit common central questions about what it means to be human

LESSON UNDERSTANDING(S):

- ❖ Walt Whitman and Langston Hughes use imagery and figurative language to develop strong claims about the value of every individual in a democracy.
- ❖ Langston Hughes uses allusions to Whitman's well-known poem to underscore how African Americans are an essential part of American democracy and should not be treated as second-class citizens.
- ❖ Langston Hughes uses the ironic metaphor of eating in the kitchen to develop the theme of potential equality in an America that was still very racist.
- ❖ Both Whitman and Hughes expressed their personal convictions about equality and democracy within the specific historical context of their times.
- ❖ Whitman and Hughes build their poems on the principles expounded in the Declaration of Independence to emphasize that America was moving forward to living up to its potential of respecting life, liberty, and the pursuit of happiness for all.

ESSENTIAL QUESTION(S):

- ❖ How do authors use imagery, figurative language and allusion to strengthen an argument?
- ❖ How do authors of successive generations build on the ideas and personal convictions of others to develop a dialogue across generations and eras?

FOCUS QUESTION(S):

- ❖ How do Walt Whitman and Langston Hughes use imagery and figurative language to develop their claims?
- ❖ How does Langston Hughes' use of allusions to Whitman's well-known poem underscore his central claim?
- ❖ How do Whitman and Hughes build on the ideas and personal convictions of others to develop a dialogue across generations and eras?



ACADEMIC VOCABULARY:

claim
counterclaim
paradox
satire
Appeal to ethics/logic/emotion
Author's Craft (syntax, tone (sarcasm), figurative language, specific diction, allusions)
Purpose
Evaluate
Delineate
tone
style
paraphrase
summarize
integrate
synthesize

TEXT-SPECIFIC VOCABULARY

Blithe
Robust

LESSON OVERVIEW:

On the **first** day, the students will read and analyze "I Hear America Singing" by Walt Whitman, completing the analysis map as they work in small groups and share with the larger class. A biographical sketch of Whitman is included in the packet, if time permits.

On the **second** day, students will complete a similar analysis map for a poem by Langston Hughes, "I Too Sing America." As the small groups report back to the larger class, the teacher can help the students see how Hughes expands on the ideas of Whitman. Biographical sketch on Hughes is included in the packet time permits.

On the **third** day, the students will complete a map that helps them integrate the claims of Whitman and Hughes into a synthesis of what these two writers are saying about being an American. This exercise, which can be completed in small groups or independently, will allow for practice of essential skills that have been developed throughout the unit and will help students prepare for the benchmark exams.

READ THE TEXT:

- ❖ Independent reading for the biographical sketches (if used)
- ❖ Independent first read of the two poems.
- ❖ Partner reading in the deeper analysis of each text.

UNDERSTAND THE TEXT:

❖ **Close Read strategies:**

1. Silent reading followed by a partner discussion
2. Analysis of specific words and their effect
3. Analysis of specific effects regarding formatting a poem

❖ **Text-dependent questions**

1. Whitman mentions many types of people in this poem. Analyze what the author is saying about the specific people he mentions.
2. What is Whitman saying in line ten about the importance of every single person in America?
3. What claim is Whitman making about America? Use your own words to state the claim Whitman is making through his imagery.
4. Hughes creates very specific images to communicate his ideas. Analyze eight of the images in the poem and explain what the author is saying through these images.



5. Langston Hughes breaks the lines of the poem very intentionally to emphasize certain words and phrases. Explain the purpose and evaluate the effectiveness of these line breaks.
6. Explain why Hughes makes the first and last lines of the poem an allusion to Whitman's famous poem, "I hear America Singing."
7. What claim is Hughes making about America and the place of non-white people in this country? Use your own words to state the claim Hughes is making through the imagery and structure of this poem.

❖ **Vocabulary study:**

1. Review and use of key terms (claim, counterclaim, appeal, style, synthesis)
2. Expanding student vocabulary with text-specific student created glossary

❖ **Language skills:**

- Teach mini-lesson on imagery, figurative language, and allusion

❖ **Thinking Map Opportunities**

- Tree map used to distinguish imagery, figurative language, and allusion

EXPRESS UNDERSTANDING:

- ❖ Writing in one's own words the central claims of the author
- ❖ Completion of a word-choice analysis chart
- ❖ Written analysis of the author's choice of formatting
- ❖ Small group and Class discussion of imagery, anecdotes, claims, and synthesis
- ❖ Formulation of an original claim that integrates the claims of several different texts
- ❖ Formulation of a counterclaim and rebuttal



LESSON 11: 3 DAYS

**Documentary: Documentary
“Without a Home”**

STANDARDS:

W. 11-12.1b

RI. 11-12.1

ACADEMIC VOCABULARY:

- **Claim**
- **Counterclaim**
- **Evidence**

Documentary Description: Growing up in Los Angeles, a city whose homeless population exceeds 90,000, filmmaker Rachel Fleischer always felt a deep connection to the homeless. Her desire to understand that connection takes 23 year-old Fleischer on an extraordinary four-year journey into the lives of six homeless individuals and families as they struggle to find homes, get clean, and survive.

LESSON UNDERSTANDING(S):

- ❖ Valid evidence is essential to support an argument.
- ❖ Authors appeal to ethics, emotions, and logic for specific reasons.

ESSENTIAL QUESTION(S):

- ❖ How do authors use evidence to support an argument?
- ❖ Why would an author want to appeal to a person’s ethics, logic, or emotions?

FOCUS QUESTIONS(S):

- ❖ How do the individual stories in “Without a Home” appeal to viewers’ ethics, emotions, and logic?
- ❖ How can using specific evidence help support your letter to the mayor?

LESSON OVERVIEW: Students will view the documentary “Without a Home” as they identify the claims that each story in the documentary expose. They will cite specific evidence from the documentary to support the claim, and they will have to discuss if the stories appeal to the viewers ethics, logic, or emotions. Students will also read the poem “Homeless not Hopeless,” and they will compose a letter to the mayor of Paramount in which they take a stance on helping the homeless or improving the high school.

READ THE TEXT:

Teachers read the poem to the class or students who volunteer to read can read the poem to the class.

UNDERSTAND THE TEXT:

The teacher reads the poem pausing periodically for students to take notes at key places that provide evidence that the poem is appealing to ones ethics, emotions, and logic.



❖ **Text-dependent questions**

1. What main claim is the poem making?
2. What key piece(s) of evidence supports the claim?
3. What is the author's purpose for writing this poem? How do we know this?

❖ **Vocabulary study**

As the teacher reads the poem, students need to underline any words that they aren't familiar with. Once the poem is read, the teacher can go over the definition of any words that students underlined.

❖ **Language skills**

Students must complete their letter using complex, compound, and complex-compound sentences.

EXPRESS UNDERSTANDING:

Writing task - Paramount City Council was going to use a budget surplus to build a movie theater for Paramount High School. A social action group has petitioned the City Council to build a homeless shelter and service center instead of the movie theater. Write a letter to the mayor taking a clear stand in support of the theater or the homeless shelter.