

Paramount Unified School District
Educational Services



***English Language Arts 3
Curriculum Guide
Unit 2
2016-2017***



Unit Focus: Argument in Fiction

Standards	Transfer Goals		
<p>Reading</p> <p>RL. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.</p> <p>RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text.</p> <p>RL. 11-12.3: Analyze the impact of author's craft on a story.</p> <p>RL. 11-12.4: Defining and analyzing figurative language and connotation and its effect on tone and other elements of author's craft.</p> <p>RL. 11-12.7: Analyze multiple interpretation of a story, drama, or poem and evaluate how each version interprets the source text.</p> <p>RL. 11-12.9: Demonstrate knowledge of eighteenth, nineteenth, and early twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.</p> <p>RI. 11-12.4: Defining and analyzing figurative language</p> <p>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.</p> <p>CCSS.ELA-LITERACY.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and</p>	<p>1. Read, comprehend, and evaluate a range of increasingly complex texts and media written for various audiences and purposes.</p> <p>2. Communicate ideas effectively in writing and speaking to suit a particular audience and purpose.</p> <p>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.</p> <p>4. Generate open-ended questions and conduct research to find answers through critical analysis of text, media, interviews, and/or observations.</p>		
	<p>Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> Valid evidence is essential to support an argument. Authors use figurative language to develop and strengthen an argument. Multiple sources are needed to understand and validate a central idea. Characters in a play need to be developed in order for readers to understand their purpose in the author's argument. Authors appeal to ethics, logic, and emotions for specific reasons. Authors keep an intended audience in mind when forming an argument. Academic vocabulary concepts are used throughout multiple sources. An author's tone can affect their argument. 	<p>Essential Questions</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> How do authors use ethical, emotional, and logical appeals to develop an argument? How does the evidence used by an author validate an argument? How do different perspectives cause conflicts? How can an author's tone affect their argument? Why is academic vocabulary important? 	<p>Resources</p> <p><u>Anchor Text:</u> Twelve Angry Men</p> <p><u>Literary</u> "The Burning of Our House" Bradstreet* "Upon the Burning of my Condo..." "Friends, Romans, Countrymen..." speech from Julius Cesar Act 3: Scene 2 "Letter from Onondaga Chief Canasatego"</p> <p><u>Informational</u> Article on "Reasonable Fear"</p> <p><u>Non-print</u> Power-Point: Advertisements Film Version of Twelve Angry Men</p>

create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.11-12.1b

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

Writing

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

W. 11-12.4: Establish an author's craft that is appropriate for the purpose and audience.

W. 11-12.5: Follow the writing process

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.

Speaking and Listening

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

SL. 11-12.3: Evaluate a speaker's point of view.

Language

L. 11-12.1: Standard English grammar conventions

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

L. 11-12.5: Figurative Language and word relationships.

L. 11-12.6: Academic and domain specific words.

Knowledge

Students will need to know...

- Argument
- Claim
- Counterclaim
- Evidence
- Rebuttal
- MLA
- Appeal to ethics/logic/emotion
- Writing Process
- Author's Craft (syntax (complex sentences, semi-colon, colon), tone, figurative language, specific diction)
- Anecdote
- Perspective/POV
- Rhetorical Questions
- Intended audience
- Author's purpose

Skills

Students will need to develop skill at...

- Using textual evidence from multiple sources to support an argument.
- Identifying the impact of an author's craft on the audience and development of an argument.
- Analyzing arguments and delineating the appeal.
- Identifying and analyzing central ideas in multiple texts.
- Incorporating the writing process into all major work.
- Understanding the importance of multi modal text.
- Identifying specific characters that help an author convey his/her argument.
- Annotating and analyzing a text (close reading)



LA 3 - Unit 2 Text Sequence

October 24 – January 19 (42 days)

LESSON	# OF DAYS	TEXT(S)
1	2	Ethics, Logic, and Emotion Power Point and Advertisement October 24 - 25
2	3	Advertisement Inquiry Project October 26 – 28
3	9	Twelve Angry Men by: Reginald Rose – Reading (incl. intro and two selected response formative assessments) October 31 – November 10
4	5	<i>Twelve Angry Men</i> by: Reginald Rose – Process Writing November 14-18
5	5	“Friends, Romans, Countrymen...” speech from Julius Cesar Act 3: Scene 2 November 28 – December 2
6	3	Twelve Angry Men (Edit and Revision of Process Writing) December 5 – December 7
7	2	“Letter from Onondaga Chief Canasatego” December 8 – 9



8	5	"The Burning of Our House" Anne Bradstreet and "On the Collapse of my Condo" Fiona Fibonacci December 12 – 16
9	1	"Summer Lovin'" Benchmark Essay Review January 9
	2	Benchmark Essay January 10 – 11
10	2	Selected Response Benchmark Review January 12 – 13
		Final Benchmark Selected and Short Constructed Response January 17 – 19



INSTRUCTIONAL SEQUENCE

LESSON 1: 2 Days

TEXT(S):

Ethics, Logic, and Emotion
PowerPoint on Advertisements

STANDARDS:

RL. 11-12.1, 5, 7

W. 11-12.7, 8, 9

SL. 11-12.1

ACADEMIC VOCABULARY:

appeal to ethics
appeal to logic
appeal to emotion
intended audience

TEXT SPECIFIC VOCABULARY:

appeal to ethics
appeal to logic
appeal to emotion
intended audience

TEXT DESCRIPTION: Teacher team prepared power point showing ethical, emotional, and logical appeals in arguments. Students will look at a variety of print advertisements in order to identify all forms of appeal.

UNIT UNDERSTANDINGS:

- ❖ Authors appeal to ethics, logic, and emotions for specific reasons.

LESSON UNDERSTANDINGS:

- ❖ Authors use appeals to ethics, logic, and emotion to develop and strengthen an argument.
- ❖ Advertisers have an intended audience when creating an ad.

ESSENTIAL QUESTIONS:

- ❖ How do authors use ethical, emotional, and logical appeals to develop an argument?

FOCUS QUESTIONS:

- ❖ How does text and imagery appeal to ethics, emotions, and logic?
- ❖ Why is keeping in mind one's intended audience important when creating advertisements?

LESSON OVERVIEW: Students will define what it means to appeal to one's ethics, logic, and emotions. Once the teacher reviews the definitions, students will view advertisements that will appeal to one's ethics, logic, and/or emotions. For each advertisement, students will have to answer 4 questions. This lesson is the lead into students' inquiry project.

READ THE TEXT:

- ❖ Teacher reads PowerPoint to class



UNDERSTAND THE TEXT:

❖ **Text-dependent questions:**

1. How are ethics, logic, and/or emotions being appealed to?
2. Who is the intended audience?
3. What is the purpose of this advertisement? Is the advertisement effective in its purpose? Why or why not?
4. State a counter claim for this advertisement.

❖ **Vocabulary study:**

Students will practice using the text specific vocabulary while answering the text dependent questions for each advertisement.

❖ **Language skills:**

Mini-lesson on the domain specific words. (L. 11-12.6)

❖ **Thinking Maps:**

Use a tree map to classify the characteristics of ethical, logical, and emotional appeals.

EXPRESS UNDERSTANDING:

- ❖ Small-group and class-wide discussion of the text-dependent questions.
- ❖ Lesson will lead into students' inquiry project.



INSTRUCTIONAL SEQUENCE

LESSON 2: 3 Days

TEXT(S):

Print advertisements showing ethical, emotional, and logical appeals

STANDARDS:

RL. 11-12.1, 5, 7

W. 11-12.7, 8, 9

SL. 11-12.1

ACADEMIC VOCABULARY:

Appeal to ethics/logic/emotions

Intended audience

Author's purpose

Counterclaim

TEXT DESCRIPTION: Student chosen advertisements showing ethical, emotional, and logical appeals.

UNIT UNDERSTANDINGS:

- ❖ Authors appeal to ethics, logic, and emotions for specific reasons.

LESSON UNDERSTANDINGS:

- ❖ Authors use appeals to ethics, logic, and emotion to achieve a specific purpose.
- ❖ Authors keep their intended audience in mind when forming an argument.

ESSENTIAL QUESTIONS:

- ❖ How do authors use ethical, emotional, and logical appeals to develop an argument?

FOCUS QUESTIONS:

- ❖ What qualities make an advertisement appeal to one's ethics, logic, and/or emotions?
- ❖ Why is intended audience important to keep in mind when designing an advertisement?

LESSON OVERVIEW: After students view advertisements appealing to one's emotions, ethics, and logic, they will research specific advertisements that reflect these appeals (minimum of 3, one for each appeal). Students will present their favorite advertisements in small groups. While in groups, students will fill out the same graphic organizer that was used during classroom modeling.

READ THE TEXT:

- ❖ Independent reading and Teacher reads to class.
- ❖ Small group reads of advertisements

UNDERSTAND THE TEXT:

❖ **Text-dependent questions:**

1. How are ethics, logic, and/or emotions being appealed to?
2. Who is the intended audience? (Who was the advertisement created for?)
3. What is the purpose of the advertisement? Is the advertisement effective in its purpose? Why or why not?



4. State a counter claim for this advertisement.

❖ **Vocabulary study:**

Students will use academic vocabulary in their responses of the text dependent questions.

❖ **Language skills:**

Standard English grammar must be used during the completion of the text dependent questions.

❖ **Thinking Maps:**

A tree map can be used to help students classify the different characteristics of an ethical, logical, or emotional problem.

EXPRESS UNDERSTANDING:

Small-group presentation where each student will present the advertisement they felt was the most effective.



INSTRUCTIONAL SEQUENCE

LESSON 3: 9 days

TEXT: *Twelve Angry Men*
by: Reginald Rose

STANDARDS:

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

RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text.

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

RL. 11-12.7: Analyze multiple interpretation of a story, drama, or poem and evaluate how each version interprets the source text.

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

SL. 11-12.3: Evaluate a speaker's point of view.

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

W. 11-12.5: Follow the writing process

W. 11-12.9: Use textual evidence to support analysis, reflection, and research.

L. 11-12.1: Standard English grammar conventions

TEXT DESCRIPTION: In this play, twelve jurors deliberate through a murder case. The jurors begin with a vote in which eleven jurors find the defendant guilty while one juror says he isn't sure. Little by little, the single juror convinces the rest that there is "reasonable doubt" regarding the guilt of the defendant. The jury ultimately decides unanimously on a verdict of "not guilty." The audience is left with its own uncomfortable doubt about whether an innocent defendant was just saved or a murderer was just released by a jury that accepted any far-fetched possibility of doubt as reasonable doubt.

UNIT UNDERSTANDINGS:

- ❖ Valid evidence is essential to support an argument.
- ❖ Characters in a play need to be developed in order for readers to understand their purpose in the author's argument.

LESSON UNDERSTANDINGS:

- ❖ Characters in the play support their argument with specific evidence.
- ❖ The author developed each character in the play to help the readers appreciate each character's unique motivations and point of view

ESSENTIAL QUESTIONS:

- ❖ How does the evidence used by an author validate an argument?
- ❖ How do different perspectives cause conflicts?

FOCUS QUESTIONS:

- ❖ How does Rose present two ways of looking at the murder via the accumulation of opposing Pieces of evidence?
- ❖ How do the differing motivations and points of view of the jurors create conflict and doubt?

LESSON OVERVIEW:

Day One: The students will read a summary of key legal terms and complete five short constructed responses that demonstrate comprehension of the background terms and issues (Unit 2 Lesson 9a).



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

ACADEMIC VOCABULARY:

argument
claim / counterclaim
evidence
rebuttal
appeal to ethics/logic/emotion
writing process
author's craft
characterization
tone
irony
syntax
diction
Types of Reasoning:
 Spatial
 Inductive
 Deductive

TEXT SPECIFIC VOCABULARY:

Jury
Foreman
Murder
Probable Cause
Reasonable Doubt
Presumption of Innocence
Not Guilty vs. Innocence

Day Two – Day Nine: Students will read the play, *Twelve Angry Men*, and complete tree maps for each of the jurors (Unit 2 Lesson 9b). Students will also complete a Flow-Map to keep track of the action in the play (Unit 2 Lesson 9c).

READ THE TEXT:

- ❖ Independent reading of the informational text on Day One.
- ❖ Reader's Theater performance of the play in class. Two or three students are assigned to "play" each character and take turns reading that character's part. The teacher will read aloud all the stage directions.

UNDERSTAND THE TEXT:

- ❖ **Terminology/Vocabulary Study/Language Skills:** Pairs will discuss the informational text on Day One and consult with each other as they each answer the constructed response prompts.
- ❖ **Thinking Maps:** Each student will complete a tree map for the juror they are assigned to "play." These maps will be useful in class discussion of the evidence and characters as the play progresses. Two or three good maps for each character will be displayed in the classroom for reference when students are writing the essay.

EXPRESS UNDERSTANDING:

- ❖ Students will use the R.A.C.E. writing strategy to complete short constructed responses that clearly express their analysis of informational text on Day One.
- ❖ Writing task: Students will complete the writing process to produce a well-constructed argumentative essay taking a stand on the jury's final verdict.



LESSON 4: 5 Days

RESOURCES: *Twelve Angry Men*
by Reginald Rose

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:

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

WRITING TASK: In a well-organized, multi-paragraph essay, take a strong, stance agreeing or disagreeing with the final decision of the jurors in the play, *Twelve Angry Men* by Reginald Rose. Be sure to support your claim with specific evidence considered by the jury and by your own analysis of the action and argumentation in the play.

UNIT UNDERSTANDING(S):

- ❖ Valid evidence is essential to support an argument.
- ❖ Academic vocabulary concepts are used throughout multiple sources.

LESSON UNDERSTANDING(S):

- ❖ Textual evidence can be found in *Twelve Angry Men* that will support and validate your argument.
- ❖ Having knowledge of academic vocabulary will help you write a successful essay.

ESSENTIAL QUESTION(S):

- ❖ How does the evidence used by an author validate an argument?
- ❖ Why is academic vocabulary important?

FOCUS QUESTION(S):

- ❖ Why did you choose the evidence from the text that you did in order to support your argument?
- ❖ How did having knowledge of academic vocabulary help you write your essay?

LESSON OVERVIEW: Students will formulate and compose their first draft argumentative essay. In doing so, the students will be able to demonstrate their ability to compose strong arguments by incorporating all the parts of an argument (see academic vocabulary). The majority of the time for this lesson will be spent working directly with students, providing them with the support necessary to complete the writing process.

PREWRITING (DAY 1)

- ❖ Students will gather the information necessary from the play to construct their claim statement. The teacher guides students through the double bubble map and provides support to students as they compose their own claim statement using complex sentences.



- ❖ **Day 2:** The teacher will review how to construct an outline using the “Argument Essay Outline” handout. After reviewing it, the students will compose an outline (following the guidelines) on their argument using their research. This will provide students with a pre-writing tool while allowing teachers to monitor and support other students.

DRAFTING:

- ❖ **Day 3-5:** Students will write their argumentative essay in class. Students who did not finish their outline may continue to work on it during day three. Students should spend both days four and five writing their essay in class. The teacher can monitor students and provide one on one support for those students who need it.

REVISING & EDITING:

- ❖ **Day 5:** Students who complete their essay early, will work with a partner and edit their essay. Specifications will be left to teacher discretion.

FIRST DRAFT:

- ❖ The first, typed draft of the essay will be due on **November 18, 2016.**



INSTRUCTIONAL SEQUENCE

LESSON 5: 5 Days

TEXT(S): *Julius Caesar* Act III
Scene ii. PowerPoint on the background of *Julius Caesar*.

STANDARDS:

RL 11-12.1

RL 11-12.2

RL 11-12.4

RL 11-12.7

W11-12.9

SL 11-12.1

L 11-12.5

L 11-12.6

ACADEMIC VOCABULARY:

Argument

Claim

Evidence

Counterclaim

Rhetorical Questions

Ethical/Emotional/Logical

Appeals

TEXT SPECIFIC VOCABULARY:

ambitious

honourable (Shakespearean
spelling)

bondman

interred

TEXT DESCRIPTION: Julius Caesar is a dramatic retelling of a historical event. Julius Caesar was the most powerful and beloved politician/general in Rome. As a result, members of the Senate, including his ally Brutus, were fearful of Caesar's rise to power. In specific, they were fearful of his popularity and power resulting in him becoming the new emperor of Rome. To prevent this, Brutus and members of the Senate conspire to kill Caesar to prevent the fall of the Republic. Directly after the murder, Brutus delivers as speech to the people of Rome to assure them that the death of Caesar was crucial to keep the Roman people free. Once Brutus is done with his speech, he calls upon Antony, Caesar's friend who was not involved in his murder, to address the people of Rome. In his speech, Antony articulates his argument of defending the honor of Caesar and questions the validity of Brutus' credibility after Brutus has plagued the minds of the Roman citizens to believe the worse about Caesar.

UNIT UNDERSTANDINGS:

- ❖ Valid evidence is essential to support an argument.
- ❖ Authors use figurative language to develop and strengthen an argument.

LESSON UNDERSTANDINGS:

- ❖ Shakespeare uses rhetorical questions to help support arguments.
- ❖ Both Antony and Brutus give evidence to support their arguments.

ESSENTIAL QUESTIONS:

- ❖ How do authors use ethical, emotional, and logical appeals to develop an argument?
- ❖ How does the evidence used by an author validate an argument?

FOCUS QUESTIONS:

- ❖ How does appealing to one's ethics, emotions, and/or logic help strengthen an argument?
- ❖ Was Antony's or Brutus's speech more effective?



LESSON OVERVIEW: Student's will be introduced to the background of *Julius Caesar* by taking notes on a PowerPoint. As a class, students will either read or listen to the audio of both Antony and Brutus's speeches. As they read/listen, they will annotate both speeches. Once the initial reading/listening is done, students will be given a review on rhetorical questions and they will have to identify the purpose of the rhetorical questions used by Antony and Brutus. Students will complete 2 half-multi flow thinking maps, one on Antony and one on Brutus, in order to state evidence that supports both claims. Once the thinking maps are complete, students will answer 6 text dependent questions and 1 constructed response question.

READ THE TEXT:

- ❖ Teacher reads to class
- ❖ Listen to the audio version

UNDERSTAND THE TEXT:

- ❖ **Close Read strategies:** Text annotation
- ❖ **Text-dependent questions:**
 1. What is Antony's claim?
 2. What is Brutus's claim?
 3. What is Antony's tone in the speech? What specific words create/develop this tone?
 4. What is Brutus's tone in the speech? What specific words create/develop this tone?
 5. How does Antony appeal to ones ethics/logic/emotions? Provide textual evidence to support your answer.
 6. How does Brutus appeal to ones ethics/logic/emotions? Provide textual evidence to support your answer.
- ❖ **Vocabulary study:**

Teacher will review definitions of text specific vocabulary. Students will use academic vocabulary while answering text dependent questions.



❖ **Language skills:**

Mini-lesson on academic and domain specific words (rhetorical questions). L. 11-12.6

❖ **Thinking Maps:**

2 half multi-flow maps to clarify what pieces of textual evidence support each speeches' claim.

EXPRESS UNDERSTANDING:

- ❖ Students will answer the following constructed response question: Which speech provided the strongest argument? How did the strongest argument appeal to ones ethics/logic/emotions? Provide textual evidence to support your answer. How could the opposing speech have strengthened their argument?



LESSON 6: 3 Days

RESOURCES: *Twelve Angry Men* by Reginald Rose and Rough Draft that was due on November 18th.

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:

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

WRITING TASK: In a well-organized, multi-paragraph essay, take a strong, stance agreeing or disagreeing with the final decision of the jurors in the play, *Twelve Angry Men* by Reginald Rose. Be sure to support your claim with specific evidence considered by the jury and by your own analysis of the action and argumentation in the play.

UNIT UNDERSTANDING(S):

- ❖ Valid evidence is essential to support an argument.
- ❖ Academic vocabulary concepts are used throughout multiple sources.

LESSON UNDERSTANDING(S):

- ❖ Textual evidence can be found in *Twelve Angry Men* that will support and validate your argument.
- ❖ Having knowledge of academic vocabulary will help you write a successful essay.

ESSENTIAL QUESTION(S):

- ❖ How does the evidence used by an author validate an argument?
- ❖ Why is academic vocabulary important?

FOCUS QUESTION(S):

- ❖ Why did you choose the evidence from the text that you did in order to support your argument?
- ❖ How did having knowledge of academic vocabulary help you write your essay?

LESSON OVERVIEW: Students will edit and revise their first draft argumentative essay that has been graded by the teacher. Students will do peer editing after the completion of self-editing and revising. The majority of the time of this lesson will be spent working directly with students, providing them with the support necessary to complete their final draft.

REVISING & EDITING:

- ❖ **Days 1 and 2:** Students will review comments made by the teacher on their rough drafts and edit any mistakes. They will make revisions on their essay that should be saved on their School Loop account.



- ❖ **Day 3:** Students will peer edit each other's essays. They will use the annotations notes handout to make notes on what needs to still be revised. Students have at least 3 classmates edit their essay.

FINAL DRAFT:

- ❖ The typed final draft of the essay will be due on **Friday, December 9th, 2016.**



INSTRUCTIONAL SEQUENCE

LESSON 7: 2 Days

TEXT(S):

Letter from Onondaga Chief
Canasatego (Colonizing speech)

STANDARDS:

RL. 11-12.1, 2, 7

RI. 11-12.2, 5

W. 11-12.9

ACADEMIC VOCABULARY:

argument

claim / counterclaim

evidence

rebuttal

appeal to ethics/logic/emotion

author's craft

tone

TEXT SPECIFIC VOCABULARY:

Iroquois

province

Confederacy

TEXT DESCRIPTION: In this letter from 1744, Onondaga Chief Canasatego responds to an invitation to send a dozen young men from his tribe to a Virginia college. The chief rejects the invitation in a scathingly sarcastic letter that explains why the white man's education is harmful to Native Americans.

UNIT UNDERSTANDINGS:

- ❖ Valid evidence is necessary to support an argument.
- ❖ Authors develop a specific craft in order to develop an argument.

LESSON UNDERSTANDINGS:

- ❖ An author can effectively make a point by mixing sincere statements with sarcastic statements.

ESSENTIAL QUESTIONS:

- ❖ How does the evidence used by an author validate an argument?
- ❖ How can an author's tone affect his/her argument?

FOCUS QUESTIONS:

- ❖ How did Chief Canasatego's tone affect his argument?
- ❖ How did the evidence that Chief Canasatego used validate his argument?

LESSON OVERVIEW: Students will review Unit 1 concepts and skills in preparation for the benchmark exam by cold-reading a historic letter and answering questions that ask for a mixture of selected responses and short constructed responses.

READ THE TEXT:

- ❖ Students independently read the letter.

UNDERSTAND THE TEXT:

- ❖ **Close Read strategies:** highlight the textual evidence that supports the claim.



❖ **Text-dependent questions:**

1. In your own words, state Chief Canasatego's claim (what he is arguing)?
2. Give three of the specific examples that Chief Canastego's uses to support his central argument.
3. What is the overall tone of Chief Canastego's letter?
4. Give one piece of textual evidence of this tone and explain why it represents the tone:

❖ **Vocabulary study:**

Mini discussion on the meaning of the lesson specific vocabulary. Students will use the academic vocabulary while answering the text dependent questions.

❖ **Language skills:**

Standard English, capitalization, punctuation, and spelling while answering the constructed response and text dependent questions.

EXPRESS UNDERSTANDING:

Students will complete the following writing assignment:

In your opinion, are we training you well to be successful and independent individuals in today's society? Do you think that the education you have received will be beneficial to your life in the future, or would another type of education or training be more beneficial to you? For example, in some other countries students are tracked by the 8th grade into a particular career path. The rest of their education is then geared towards training and preparation for a life of work in this path.

Create a claim and two supporting reasons to defend your particular stance on your education and training...



INSTRUCTIONAL SEQUENCE

LESSON 8: 5 days

TEXT(S):

Anne Bradstreet "On the Burning of Our House"

Fiona Fibonacci "On the Collapse of My Condo"

STANDARDS:

RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text.

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

RL 11-12.4: Defining and analyzing figurative language and connotation and its effect on tone and other elements of author's craft.

RL 11-12.7: Analyze multiple interpretation of a story, drama, or poem and evaluate how each version interprets the source text.

W. 11-12.9: Use textual evidence to support analysis, reflection, and research.

ACADEMIC VOCABULARY:

Puritan Literature
argument
claim / counterclaim
evidence

TEXT DESCRIPTION: In her poem, "Here Follow Some Verses upon the Burning," Anne Bradstreet reflects on the loss of her home, poems, and other valuable possessions while finding comfort in her Puritan faith that she has a perfect home in heaven. In contrast, Fibonacci's poem is a commentary on the collapse of her condominium building in which she claims that life is basically random and not the result of divine providence.

UNIT UNDERSTANDINGS:

- ❖ Authors use figurative language to develop and strengthen an argument.
- ❖ Authors appeal to ethics, logic, and emotions for specific reasons.

LESSON UNDERSTANDINGS:

- ❖ Poets use extended metaphors to communicate a claim.
- ❖ A poet's appeals to ethics, logic, and emotion reveal the author's values and experience and readers bring their own values and experience to bear in analyzing the poem.

ESSENTIAL QUESTIONS:

- ❖ Why do authors use specific appeals to develop an argument?
- ❖ How does the evidence used by an author validate an argument?

FOCUS QUESTIONS:

- ❖ Why did Bradstreet/Fibonacci use appeals to ethics, emotion, and logic to develop her argument?
- ❖ How does the evidence used by the poet validate her argument?

LESSON OVERVIEW:

Day One: The students will read Bradstreet's poem and summarize the claim Bradstreet is making about earthly possessions and heavenly reward. Students will cite specific images Bradstreet uses to show her loss and the extended metaphors of God as architect and builder to express the comfort she finds in her Puritan faith.

Day Two: Students will finish their analysis of Bradstreet's poem and discuss whether they find Bradstreet more believable in her stated claim that her "treasure lies above" or in her heartfelt attachment to her worldly goods.

Day Three: Students will read the contemporary poem by Fibonacci, analyze the appeals in the poem using a tree map, and answer the analysis questions.

Day Four: Students will finish their analysis of Fibonacci and compare the claims in the two texts using a Double Bubble Map.



rebuttal
appeal to ethics/logic/emotion
writing process
author's craft
sonnet / free verse
figurative language
(extended metaphor)
imagery
tone
irony
syntax
diction

TEXT SPECIFIC VOCABULARY:

Succorless
Piteous
Repine
Bereft
Adieu
Abide
Unalloyed
Recriminations

READ THE TEXT:

- ❖ Independent read-through of Bradstreet's poem; students quick-write her claim.
- ❖ Pair reading of the poem listing what Bradstreet lost.
- ❖ Independent read-through of Fibonacci's poem; students quick write her claim
- ❖ Pair reading of Fibonacci's poem using a tree map to graphically arrange the appeals in the poem

UNDERSTAND THE TEXT:

- ❖ Small groups will analyze the extended metaphor of the architect and builder, using textual evidence to delineate what Bradstreet is saying about God and her "treasure" in heaven.
- ❖ **Close Read strategies:** analyzing how images support the central theme/argument of the poem and how imagery of the house and objects arguably express a sincere sense of loss.
- ❖ **Vocabulary study:** The students will use texts with vocabulary annotations. Teachers will encourage students to use the target vocabulary words in their written analysis.
- ❖ **Language skills:** Students will analyze the choices in diction and syntax that each poet made to powerfully communicate the central claim.
- ❖ **Thinking Maps:** A Tree Map will be used to analyze the appeals in the Fibonacci poem. A Double Bubble Map will be used to compare the two texts.

EXPRESS UNDERSTANDING:

- ❖ Students will use the R.A.C.E. writing strategy to complete short constructed responses that clearly express their analysis of the poems with textual evidence and explanations.
- ❖ Writing task: Final reflection: Which is more convincing to you as a reader, Bradstreet's trust in divine providence or Fibonacci's devotion to life and self-reliance? Support your opinion with specific textual evidence.



INSTRUCTIONAL SEQUENCE

LESSON 9: 1 Day

TEXT(S): “Summer Lovin” Lyrics from *Grease*

STANDARDS:

RL. 11-12.1, 4

W. 11-12.1

ACADEMIC VOCABULARY:

Argument

Claim

Evidence

Appeal to emotion

TEXT DESCRIPTION: “Summer Lovin” is one of the hit songs from the popular movie *Grease*. Danny and Sandy, the leads in the movie, met over summer and fell hard for each other. Once school begins, Danny and Sandy’s friends want to hear about how they fell in love during summer. The funny thing is that Danny and Sandy have very different opinions about how their summer romance blossomed. These differences are evident as they both sing the song “Summer Lovin.”

UNIT UNDERSTANDINGS:

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

LESSON UNDERSTANDINGS:

- ❖ Both Sandy and Danny use valid evidence to support their claim.
- ❖ Appeals to emotion, logic, and/or ethics are used to support the claims that are made.

ESSENTIAL QUESTIONS:

- ❖ How do authors use ethical, emotional, and logical appeals to develop an argument?
- ❖ How does the evidence used by an author validate an argument?

FOCUS QUESTIONS:

- ❖ How does the evidence used by Sandy and Danny support their individual claims?
- ❖ Does Sandy or Danny’s claim appeal to ones’ emotions?

LESSON OVERVIEW: Students will watch the clip of “Summer Lovin” from the film *Grease*. As they watch the clip, they will follow along by reading the lyrics. The copy of the lyrics will be given to them in order for them to annotate and identify the appeals being used. Once the clip is over, students will fill out 2 half multi-flow maps in order to show how evidence supports both Danny and Sandy’s claims. The end result will be a constructed response.



READ THE TEXT:

- ❖ Watch film clip while individually following along with a printed copy of the lyrics.

UNDERSTAND THE TEXT:

- ❖ **Close Read strategies:** Text annotations while watching the film clip.
- ❖ **Vocabulary study:**
Students will use the academic vocabulary listed for this lesson in order to complete the thinking maps.
- ❖ **Language skills:**
Academic specific words used during the course of the lesson. (L. 11-12.6)
- ❖ **Thinking Maps:**
2 half multi-flow thinking maps will be used to relay the evidence that supports each claim.

EXPRESS UNDERSTANDING:

Students will answer the following constructed response question: Based on the evidence provided, whose argument would appeal to your emotions the most? Why did the weaker argument fail to appeal to your emotions?



INSTRUCTIONAL SEQUENCE

LESSON 10: 2 Days

TEXT(S): Unit 2 Vocabulary Terms

STANDARDS:

RL. 11-12.4

L. 11-12.1, 2, 5, 6

ACADEMIC VOCABULARY:

Claim/Central Argument

Counterclaim

Rebuttal

Tone

Historical Context

Conflict (internal/external)

Satire/Satirical

Literal

Textual Evidence

Validate/Support

Excerpt

Anecdote

Allusion

Summarize

Persuade

Refer/Reference

Appeal (Logic, Emotion, Ethics)

Intended Audience

Intent/Intention/Purpose

Imply/Implication

TEXT DESCRIPTION: Review of all Academic Vocabulary used during the course of 1st semester.

UNIT UNDERSTANDINGS:

- ❖ Authors use figurative language to develop and strengthen an argument.
- ❖ Multiple sources are needed to understand and validate a central idea.

LESSON UNDERSTANDINGS:

- ❖ Multiple sources worked on during the semester covered the academic vocabulary which led to the understandings of multiple central ideas and arguments.

ESSENTIAL QUESTIONS:

- ❖ Why is academic vocabulary important?

FOCUS QUESTIONS:

- ❖ How has the knowledge of academic vocabulary prepared me for the benchmark?

LESSON OVERVIEW: In partners, students will come up with their own definitions and examples of each academic vocabulary word that was used during 1st semester. Students will also use a dictionary to define key text-specific words that may be found on their benchmark. On the second day, teachers will assign one of the twenty academic vocabulary words to a partnership. The partnership will have to create a small poster that will give the denotation of the academic vocabulary word, their own definition, and an example of how the word was used or could have been used during the semester. Groups will present their posters to the rest of the class.

READ THE TEXT:

- ❖ Independent reading
- ❖ Partner reading



TEXT SPECIFIC VOCABULARY:

Confrontation/Confrontational
Impoverished
Intolerant
Bitter
inconsistent/Inconsistencies
Pessimistic
Optimistic
Absurd
Solemn
Apathetic
Sincere
Compassionate
Precaution
Assurance
Confidence/Confident
Adrift
Reeling
Manipulate

UNDERSTAND THE TEXT:

❖ **Vocabulary study:**

The entire lesson focuses on the study of vocabulary.

❖ **Language skills:**

Lesson has elements or students prior knowledge of standard English grammar conventions as well as figurative language and word relationships, and how academic specific words enhance conceptual understandings.

EXPRESS UNDERSTANDING:

Partners will create posters that include: denotation of academic vocabulary word, original definition, and original example of how the academic vocabulary word was used or could have been used during the semester.