

<b>Subject(s)</b>	English language arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Exploring Elements of Literature & Informational Text (Unit 1)
<b>Unit Type(s)</b>	X Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	12 instructional days (four curricular weeks)

### Overarching Standards (OS)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.L.10)

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.I.10)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

### Priority Standards: CCSS

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.I.T.2)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

### Supporting Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (9-10.W.2c)

Use precise language and domain-specific vocabulary to manage the complexity of the topic. (9-10.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (9-10.W.3c)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)

Spell correctly. (9-10.L.2c)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

## Unwrapped Priority Standards

<b>Skills</b> <i>What must students do?</i>	<b>Concepts</b> <i>What must students know?</i>	<b>Bloom's Taxonomy Levels</b>
DETERMINE  ANALYZE (in detail)	a theme or central idea of a text  the development of a theme or central idea over the course of a text <ul style="list-style-type: none"> <li>• how it emerges</li> <li>• how it is shaped and refined by specific details</li> </ul>	4
PROVIDE	an objective summary of the text	
WRITE	informative/explanatory texts to clearly and accurately convey: <ul style="list-style-type: none"> <li>• complex ideas</li> <li>• concepts</li> <li>• information</li> </ul>	6
WRITE	narratives to develop real or imagined experiences or events using <ul style="list-style-type: none"> <li>• effective technique</li> <li>• well-chosen details</li> <li>• well-structured event sequences</li> </ul>	6
INITIATE & PARTICIPATE IN	a range of collaborative discussions <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	6
COME  DRAW	to discussions prepared, having read and researched material under study  on preparation for discussions explicitly by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas	3
DETERMINE/CLARIFY	the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies	3
USE	context as a clue to the meaning of a word or phrase	3

### Essential Questions

1. How do specific details combine to present a theme or central idea in a text?
2. What are the structures of informative/explanatory and narrative writing?  
--How can I employ them?
3. How do I become an effective participant in a purposeful classroom discussion?
4. What strategies must I master to broaden my vocabulary and enhance my reading skills?

### Standardized Assessment Correlations (State, College and Career)

#### **Expectations for Learning (in development)**

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

### Resources

*Fahrenheit 451*, by Ray Bradbury

“December 2001: The Green Morning,” a short story by Ray Bradbury

“Dover Beach,” a poem by Matthew Arnold

#### **Informational texts RE: censorship**

“What’s Scaring Steven King?” an essay by Stephen King

“Will the Blackberry Sink the Presidency?” an article by Sharon Begley

“It’s the educated vs. those who are easily fooled,” an article by Chris Hedges

“Freedoms Under Siege,” an article by Ira Meistrich

### Vocabulary

Minstrel	Illuminate	Imperceptible	Olfactory	Drone	Proclivity	Cacophony
Feign	Pratfall	Censorship	Cadence	Waft	Intuitive	Profusion
Linguist	Skepticism	Insidious	Discourse	Chafe	Perfunctory	Phosphorescent
Aesthetic	Anesthetize	Incriminate	Trajectory	Scythe	Plummet	Simultaneous
Penance	Juggernaut	Convolutd	Incessantly			

## Informational Texts

### Considerations for use

"What's Scaring Stephen King?"	Standards Addressed:
<p><b>Premise:</b> introduction to the concept of censorship, book banning, etc. Stephen King sets forth his opinion about the circumstances in which censorship may be appropriate/necessary and when it is not.</p> <p><b>Possible Activities:</b></p> <ul style="list-style-type: none"> <li>• After they've read the article, students should be given a list of the most commonly banned books in America. <i>Prompt:</i> Locate any novel on the list of banned books that you have read, either in school or for pleasure on your own time. First, think critically and articulate what it is about the novel that likely resulted in its being banned. Then, set forth an argument in which you explain the benefits of reading that particular book. Be certain to make clear how the benefits outweigh the elements that may have caused it to be banned in the first place.</li> <li>• Before students read the article, they should be given a guiding question with which to read: <i>What is King's central argument?</i> This question will direct their annotations, which will in turn inform a short essay/journal response upon the conclusion of their reading. <i>Prompt:</i> In two to three sentences, please articulate the premise of Stephen King's argument. Then, citing direct quotations from the text to support your claims, outline the ideas he develops to back his central argument.</li> <li>• Before students read, they should engage in a think-pair-share activity in which they explore their feelings about censorship. What is censorship? Where/when is it present in their own lives? Is censorship ever justifiable? They should then read the article, seeking to identify King's central argument, and then engage in a post-reading discussion wherein they explain whether or not the article and King's opinion have changed their own opinions about censorship.</li> </ul>	<p><b>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.I.T.2)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p> <p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>

"Will the Blackberry Sink the Presidency?"	Standards Addressed:
<p><b>Premise:</b> President Obama stirred controversy at the beginning of his term when he declared that he would keep his Blackberry. The article goes on to describe the impact of perpetual distraction (such as Blackberry notifications) on productivity.</p> <p><b>Possible Activities:</b></p> <ul style="list-style-type: none"> <li>After they've read the article, students should evaluate the degree to which they are impacted by distraction in their own lives. <i>Prompt:</i> Write a summary of what occurs when you sit down to complete your homework each night. Include details such as <i>where</i> you work (kitchen table, desk in your bedroom, on your bed, etc.), what is going on around you (someone is cooking dinner, TV is on, music is playing, etc.), and what things you pay attention to while working (letting out the dog, texting, Facebook, watching over a sibling, etc.). Read over your summary and then decide whether or not distractions seem to impact your progress or productivity.</li> <li>Before students read the article, they should be given a guiding question with which to read: <i>What does research reveal are the impacts of distraction?</i> This question will direct their annotations, which will in turn inform a short essay/journal response upon the conclusion of their reading. <i>Prompt:</i> In two to three sentences, please articulate the central idea of the article. Then, citing direct quotations from the text to support your claims, outline the ideas developed by the author to back his central argument.</li> <li>If this article is read <i>during</i> the study of <i>Fahrenheit 451</i> rather than before the reading is undertaken, students could be asked to draw a comparison between the disparate perceptions of distraction presented in this article and in the novel itself. <i>Prompt:</i> Articulate the central idea of the article, "Will the Blackberry Sink the Presidency?" focusing on Sharon Begley's perception of the impact of distraction. Does she view distraction as a positive or negative thing? Cite textual evidence to support your response. Then, compare the author's view of distraction with that of the characters in <i>Fahrenheit 451</i>, particularly Montag's wife Mildred. What seems to be her perception of the impact of distraction? How does her view correspond to that of Begley?</li> </ul>	<p><b>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.I.T.2)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p> <p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>

"Forget Red vs. Blue – It's the Educated vs. People Easily Fooled by Propaganda"	Standards Addressed:
<p><b>Premise:</b> Adults in American society are increasingly unable to discern the truth in a culture based on entertainment, clever advertisement, and biased/slanted news. The author contends that functional literacy rates are actually quite low, and intellectualism is essentially unappreciated.</p> <p><b>Possible Activities:</b></p> <ul style="list-style-type: none"> <li>• Before students read the article, they should be given a guiding question with which to read: <i>What seems to be the author's perspective regarding the intellectual capacity of the majority of Americans?</i> This question will direct their annotations, which will in turn inform a short essay/journal response upon the conclusion of their reading. <i>Prompt:</i> In two to three sentences, please articulate the central idea of the article. Then, citing direct quotations from the text to support your claims, outline the ideas developed by the author to back his central argument.</li> <li>• If this article is read <i>during</i> the study of <i>Fahrenheit 451</i> rather than before the reading is undertaken, students could be asked to make comparisons between the author Chris Hedges' perceptions of Americans' ability to function intellectually in society and Bradbury's description of Americans functioning in the society of <i>Fahrenheit 451</i>. <i>Prompt:</i> In his editorial, Chris Hedges includes statements such as, "In an age of images and entertainment, in an age of instant emotional gratification, we do not seek or want honesty" and "It feels good not to think" and "In our post-literature world, because ideas are inaccessible, there is a need for constant stimulus." For Hedges, these are opinions. For many of the characters in <i>Fahrenheit 451</i>, these are facts. Explain how this is true, citing specific passages from the text in support of your connections. <i>Prompt:</i> Citing specific quotations from the text in support of your opinion, attempt to determine how Chris Hedges <i>feels</i> about the "dumbing down" of American society. Then, compare that to your perceptions of how the government in <i>Fahrenheit 451</i> feels about it. In what ways are their opinions similar to or distinct from one another?</li> </ul>	<p><b>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.I.T.2)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p> <p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>

"Freedoms Under Siege"	Standards Addressed:
<p><b>Premise:</b> Historically, particularly in times of warfare or political turmoil, American government has made a habit of <u>legally</u> compromising the civil liberties of individuals, allegedly to ensure the safety of the masses.</p> <p><b>Possible Activities:</b></p> <ul style="list-style-type: none"> <li>As they read the article, students should create a timeline of sorts, taking notes on the specific laws throughout history that legalized the violation of the civil liberties of individuals. <ul style="list-style-type: none"> <li>-this could lead to discussion about the probability of future legislation compromising civil liberties.</li> <li>-this could lead to comparisons of actual American laws to assumed laws in place in the society of <i>Fahrenheit 451</i>.</li> <li>-this could lead to discussion of the plausibility of a devolution of society until it ultimately mimics that of <i>Fahrenheit 451</i>.</li> </ul> </li> <li>This informational text should be read after students are well into their study of <i>Fahrenheit 451</i>, so that they have a keen understanding of the governmental motivation for the limitations placed on citizens. <p><u>Prompt:</u> Drawing upon inferences from the novel as well as the facts detailed in Ira Meistrich's article, compare the motivations (of actual and fictional American government) for the passage of legislations that limit personal freedoms.</p> </li> </ul>	<p><b>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.I.T.2)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p> <p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>



**Fahrenheit 451**

## Considerations for use

Part One: The Hearth and the Salamander.....(65 pages)	Standards Addressed:
<p><b>This segment could likely be read in two parts:</b></p> <ul style="list-style-type: none"> <li>• Pages 3-35, to the page break halfway down page 35</li> <li>• Pages 35-68, from the page break halfway down page 35</li> </ul> <p><b>Possible Focal Points for Section I (pages 3-35):</b>  <b>Examinations of author’s craft, character development, etc.</b></p> <ul style="list-style-type: none"> <li>• Compare the reader’s descriptive introduction to Montag (p. 4) as a man without any cares to the confusion, self-doubt, and curiosity that begin to manifest themselves as the chapter progresses.</li> <li>• Analyze the physical description of Clarisse (pp. 5-7), focusing on Bradbury’s emphasis on her diminutive size and fair complexion and hair, both of which contribute to an idea of innocence and purity.</li> <li>• Juxtapose Montag’s late-night encounter with Clarisse with his late-night encounter with his wife, Mildred, upon his return home from work (pp. 11-14), noting the vast differences in tone. Consider innocence vs. death imagery as well as the richness vs. absence of interaction.</li> <li>• Consider the state of society—technicians instead of doctors to suicide calls because they are so common; completely impersonal use of the machines to reverse suicide attempts; Mildred’s inability (or unwillingness) to remember her suicide attempt.</li> <li>• Evaluate Montag’s interactions with the Hound, particularly as they follow on the heels of conversation with Clarisse which make him doubt his profession and purpose.</li> <li>• Isolate Montag’s conversation with Clarisse (pp. 5-10; pp.21-24; pp. 28-31; p. 32), using the text to track his changing perceptions about existence, both his own and that of his society as a whole. Further examine how his subsequent interactions with Mildred, Beatty, or the Hound seem to be impacted by the feelings roused by his conversations with Clarisse.</li> <li>• Consider (p. 33) why all firemen look alike.</li> <li>• Analyze the conversation between Montag and Beatty (pp. 33-35) about the origination of the profession of fireman.</li> </ul>	<p><b>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p> <p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>

Part One: The Hearth and the Salamander.....(continued)	Standards Addressed:
<p><b>Possible Focal Points for Section II (pages 35-68):</b>  <b>Examinations of author’s craft, character development, etc.</b></p> <ul style="list-style-type: none"> <li>• Analyze Montag’s further character development upon his arrival at the old woman’s home (p. 36-37): “How inconvenient! Always before it had been like snuffing a candle...when you arrived you found an empty house. You weren’t hurting anyone, you were hurting only <i>things</i>! And since things really couldn’t be hurt, since things felt nothing, and things don’t scream or whimper, as this woman might begin to scream and cry out, there was nothing to tease your conscience later...”</li> <li>• Consider Bradbury’s motivation in having Montag believe that <i>he</i> didn’t take the book; rather, <i>his hand</i> had done so.</li> <li>• Evaluate the woman’s action in producing a single matchstick (p. 39) and her decision in deciding to burn along with her books.</li> <li>• Assess Mildred’s fascination with the television walls in the parlor (pp. 44-46). What need does watching seem to satisfy for her? What void does it fill?</li> <li>• Determine a list of factors leading to Montag’s “illness,” (p. 48) which keeps him from feeling able to return to work and prompts a visit from Captain Beatty.</li> <li>• Evaluate Beatty’s explanation to Montag (pp. 54-63) of the origin and purpose of the firemen. <ul style="list-style-type: none"> <li>a. Determine Beatty’s central idea. Why do the firemen burn books? What danger do books pose? Cite specific textual support.</li> <li>b. Consider whether Beatty himself knows the truth about the origin of fire fighters.</li> <li>c. Evaluate Beatty’s logic regarding society’s cultivation of shortened attention spans through the infusion of movies, television, sporting events, etc. Is this accurate? Does it justify burning books?</li> </ul> </li> <li>• Consider Montag’s decision to reveal to Mildred (pp. 65-68) that he has stolen a number of books from various fires over the past several months. <ul style="list-style-type: none"> <li>a. Why would he share with Mildred, having just the night before concluded (p. 44) that she was “empty”?</li> <li>b. What is the effect on the reader of having the Montags ignore the visitor at the door (pp. 67-68)?</li> <li>c. Contrast their responses to the lines they read aloud as they sit in the hallway among the books on the floor (p. 68). Use this contrast to inform a discussion of the ways individuals have been impacted by the simultaneous over-stimulation but under-intellectualization of society.</li> </ul> </li> </ul>	<p><b>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p> <p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>

Part Two: The Sieve and the Sand.....(39 pages)	Standards Addressed:
<p><b>This segment could likely be read in two parts:</b></p> <ul style="list-style-type: none"> <li>• Pages 71-93, to the page break at the top of page 93</li> <li>• Pages 93-110, from the page break at the top of page 93</li> </ul> <p><b>Possible Focal Points for Section I (pages 71-93):</b>  <b>Examinations of author’s craft, character development, etc.</b></p> <ul style="list-style-type: none"> <li>• Consider Bradbury’s motivation in having what seems to be the Hound appear at the door (p. 72) while Montag and Mildred read in the hallway.</li> <li>• Juxtapose Montag and Mildred’s opinions regarding the books. He says, “Maybe the books can get us half out of the cave. They just <i>might</i> stop us from making the same damn insane mistakes!” (p. 74), and she says, “See what you’re <i>doing</i>? You’ll ruin us! Who’s more important, me or that Bible?” (p. 76) <ul style="list-style-type: none"> <li>a. What do these disparate opinions reveal about them as individuals?</li> <li>b. What do these disparate opinions reveal about the ability of society to influence the thinking of some over others?</li> <li>c. What do these disparate opinions reveal about the quality of their relationship, of their marriage?</li> </ul> </li> <li>• Analyze Bradbury’s intent in writing the passage (pp. 77-80) describing Montag’s trip on the subway. He is being driven crazy by the incessant advertisements being piped over the speakers; the other riders are being driven crazy by Montag, who dares to express discontent with the norm. This segment does not advance the plot, so why include it?</li> <li>• Examine Montag’s speech to Faber about what he believes he wants (p. 82). What does this reveal about his character, particularly as relates to the man readers met in the first two pages of the novel?</li> <li>• Identify the three things Faber believes are missing now that books are gone from society. (pp. 83-85)</li> <li>• Consider the fact that war is on the verge of being declared—atomic war, based on textual references—yet no one in the city seems to acknowledge it. Mildred and he friends watch television. Montag seeks out Faber. Beatty waits for Montag to report to work and turn in his contraband. What does this say about the state of society?</li> <li>• Assess the continuing growth of Montag as a character. He is progressively more confused, it seems, but simultaneously more driven to escape the clutches of a mindless society. What does this say about him as a man (p. 92)?</li> </ul>	<p><b>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p> <p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p> <p><b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</b></p> <p><b>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</b></p> <p><b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</b></p> <p><b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</b></p> <p><b>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</b></p>

Part Two: The Sieve and the Sand.....(continued)	Standards Addressed:
<p><b>Possible Focal Points for Section II (pages 93-110):</b>  <b>Examinations of author's craft, character development, etc.</b></p> <ul style="list-style-type: none"> <li>• Mildred's friends come over to watch television with her (pp. 93-97). Summarize the following: <ul style="list-style-type: none"> <li>a. the nature of the entertainment being shown on the screens</li> <li>b. their views on raising children</li> <li>c. their views on politics, the President, and voting</li> </ul> </li> <li>• Consider why Montag revealed a book to Mildred's two guests. And why did he read them a poem aloud from it? (pp. 97-101) <ul style="list-style-type: none"> <li>a. Summarize and analyze Mrs. Phelps' reaction to hearing the poem.</li> <li>b. Summarize and analyze Mrs. Bowles' reaction to hearing the poem.</li> </ul> </li> <li>• Analyze Bradbury's use of imagery with Montag's hands upon his return to the firehouse (p. 105). What is the significance of Montag's hands?</li> <li>• Beatty is able to effortlessly quote passages from a variety of writings (pp. 106-108). What does this reveal about the man whose very job is to prevent people from reading and to punish those who do? Is he a hypocrite?</li> <li>• Beatty's facility with words gives him power over Montag (pp. 106-108). <ul style="list-style-type: none"> <li>a. How does this truth relate to the fact that books were banned in the first place?</li> <li>b. How might this truth potentially fuel Montag's desire to read and to <i>understand</i> what he reads?</li> </ul> </li> <li>• At the conclusion of Part Two: The Sieve and the Sand, the firemen pull up outside Montag's house. List, chronologically, the ways in which Montag seems to have doomed himself.</li> </ul>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>

Part Three: Burning Bright.....(52 pages)	Standards Addressed:
<p><b>This segment could likely be read in two parts:</b></p> <ul style="list-style-type: none"> <li>• Pages 113-136, to the very bottom of page 136</li> <li>• Pages 137-165</li> </ul> <p><b>Possible Focal Points for Section I (pages 113-136):</b>  <b>Examinations of author’s craft, character development, etc.</b></p> <ul style="list-style-type: none"> <li>• Consider the significance of Mildred’s final words in the novel as she flees the house she has shared for ten years of marriage with Montag: “Poor family, poor family, oh everything gone, everything, everything gone now...” (p. 114) What <b>is</b> she and what <b>isn’t</b> she mourning? What does that say about her character and her relationship with Montag?</li> <li>• Articulate the irony in one of Beatty’s last speeches: “What a dreadful surprise,...For everyone nowadays knows, absolutely is <i>certain</i>, that nothing will ever happen to <i>me</i>. Others die, <i>I</i> go on. There are no consequences and no responsibilities. Except that there <i>are</i>. But let’s not talk about them, eh? By the time the consequences catch up with you, it’s too late, isn’t it, Montag?” (p. 115)</li> <li>• Analyze Bradbury’s choice (p. 119) to have Montag blame his hands again for his actions when he turns on his flame-thrower and kills Beatty. What does this say about the status of Montag’s evolution from an unthinking fireman to a rebel?</li> <li>• Debate the merits of Montag’s conclusion (p. 122) that Beatty wanted to die. Does this possibility jibe with what readers have learned thus far of Beatty and inferred about his past?</li> <li>• Just how dangerous <i>is</i> Montag to society that the government is willing to mobilize scores of helicopters and an additional Hound to find him? What danger/threat does he pose, exactly?</li> <li>• Analyze the episode (pp. 126-129) of Montag’s attempt to cross the wide boulevard. What purpose(s) does this episode serve, as it does not truly advance the plot?</li> <li>• Articulate the details of the plan Montag and Faber hatch to deter the mechanical Hound.</li> </ul>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>

Part Two: Burning Bright.....(continued)	Standards Addressed:
<p><b>Possible Focal Points for Section II (pages 137-165):</b>  <b>Examinations of author's craft, character development, etc.</b></p> <ul style="list-style-type: none"> <li>• Law enforcement becomes a group effort (pp. 138-139) during Montag's flight. What does this say about the mentality of the masses?</li> <li>• Consider how Montag's reevaluation of the quality of fire (pp. 145-146) might actually be a reevaluation of his own identity.</li> <li>• Re-visit the question about the danger/threat Montag poses to society in light of the lengths to which the government was willing to go to assure the population that Montag was dead: the killing of an innocent man whose face they blurred to pretend it was Montag (pp. 148-150).</li> <li>• Evaluate the accuracy of Granger's philosophy (p. 153): "That's the wonderful thing about man; ne never gets so discouraged or disgusted that he gives up doing it all over again, because he knows very it is important and <i>worth</i> the doing."</li> <li>• Explain how the literal destruction of the cities in the nuclear attack (pp. 158-162) might be a metaphor for the destruction of society. Expand your analysis to include contemplation of the significance of the survival of the small group of book people (Granger, Montag, etc.) and their return to the cities.</li> <li>• Analyze Bradbury's inclusion of the passage about the phoenix (p. 163). What <i>is</i> the story of the mythical phoenix, and how does it relate to Montag and his society?</li> </ul>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>

## Daily Participation Rubric

Meant to measure progress toward **priority** and supporting standards:

<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p>	<p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Student Name</b>	<b>Directed Notes taken; response assignment completed (9-10.S.L.1a)</b>	<b><u>Volunteers</u> participation in analytical discussion (9-10.S.L.1)</b>	<b>Speaks clearly, fluently articulating ideas (9-10.S.L.6)</b>	<b>Cites textual evidence in responding (9-10.S.L.1a)</b>	<b>Responds to peer opinion through development or dissent (9-10.S.L.1d)</b>	<b>Total Points (out of 10)</b>
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of the unit.

## Vocabulary Assessment (Possible Format)

### Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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**Pre-assessment format example**

\_\_\_\_\_ 1. Demean  
 "My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys." (Sedaris 46)

a. request a favor of    b. publicly compliment    c. embarrass intentionally    d. cause bodily injury to

<b>Definition:</b>	<b>Part of Speech:</b>	<b>Synonym:</b>	<b>Antonym:</b>

**Sentence:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
  - Using words in a sentence
  - Identifying pictures with vocabulary words
  - Answering situational questions (ex: the narrator of "Last Rung on the Ladder" from Unit 1 might use which of this unit's vocabulary words to describe Larry? Justify your answer.)



## Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	<b>0 points earned</b>	<b>1 point earned</b>	<b>2 points earned</b>
<b>Command of Standard English (9-10.L.2)</b>	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
<b>Correct spelling (9-10.L.2c)</b>	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
<b>Use of textual evidence (9-10.R.L.1)</b>	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
<b>Cultivation of clarity and coherence (9-10.W.4)</b>	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- a. By students to self-evaluate
- b. By students to peer-evaluate
- c. By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

## Summative Assessment (end-of-unit)

Meant to measure progress toward mastery of **priority** and supporting standards as well as facility with the literature read during this unit

<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p>	<p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p>	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p>	<p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (9-10.W.2c)</p>
		<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p>	

Students will develop written responses to two of the four given essay prompts.

1. Select **one** of the following themes from *Fahrenheit 451* and, citing specific passages, explain how it develops over the course of the novel.
  - The repression of free thought through censorship or legislation
  - The trivialization of historically or culturally significant events
  - The impact of technology on quality of living
  - The value of authentic human interaction
2. Ray Bradbury begins *Fahrenheit 451* with a quote from Juan Ramon Jimenez, which reads, "If they give you ruled paper, write the other way." What does this quotation mean, and why might Bradbury have selected it as his opener? How does it apply to the plot and themes of the novel?
3. A number of characters, through their actions and/or words, elicit fairly passionate responses from Montag. Select **one** of the following characters and, citing specific passages, explain how interactions with that character seem to lead Montag toward his reassessment of his identity.
  - Captain Beatty
  - Clarisse McClellan
  - Mildred Montag
  - Professor Faber
4. Analyze Bradbury's use of fire imagery and symbolism throughout the novel. Among the many passages and quotations from which you can draw, you might also consider the names of the three sections of the novel, the fact that the firemen's uniforms are adorned with both a salamander and a phoenix and that the fire vehicle is called the Salamander.

## Summative Assessment Rubric

To be used for scoring the two essays of the summative assessment

	Score Equivalent A	Score Equivalent B	Score Equivalent C	Score Equivalent D	Score Equivalent F
<b>Examination and conveyance of complex ideas, concepts, and information</b> (9-10.W.2)	Exemplary organization and analysis of selected content	Strong organization and analysis of selected content	Acceptable organization and analysis of selected content	Poor organization and analysis of selected content	Indiscernible organization and analysis of selected content
<b>Citation of textual evidence in support of analysis</b> (9-10.R.L.1)	Exemplary integration of relevant textual evidence	Strong integration of largely relevant textual evidence	Acceptable integration of textual evidence	Poor integration of textual evidence or selection of inferior textual evidence	No integration of textual evidence
<b>Use of transitions to link major sections of the text</b> (9-10.W.2c)	Exemplary use of appropriate and varied transitions	Strong use of varied transitions	Acceptable use of transitions, which may be formulaic	Poor or very little use of transitions	No transitions are evident
<b>Establishment and maintenance of a formal style and objective tone</b> (9-10.W.2e)	Unfailing maintenance of both a formal style and an objective tone	Strong maintenance of both formal style and objective tone	Establishment of a formal style and objective tone, characterized by some gaps in continuity	Pronounced lapses in formality and/or objectivity	Style is generally informal and/or tone is generally subjective
<b>Production of clear and coherent writing</b> (9-10.W.4)	Writing is clear and coherent throughout	Writing is generally clear and coherent, though lapses in organization exist	Writing is clear and coherent in segments	Significant lapses in organization exist, greatly impacting clarity and coherence	Writing lacks clarity and coherence; ideas are disorganized
<b>Determination of author's point of view or purpose</b> (9-10.I.T.6) <i>[questions 2 &amp; 4]</i>	Insightful and articulate analysis of the author's point of view or purpose, richly supported	Strong analysis of the author's point of view or purpose, supported with some evidence	Proposal of author's point of view or purpose, may not be supported with evidence	Unsupported and/or implausible proposal of the author's point of view or purpose	No evidence of consideration of the author's point of view or purpose
<b>Determination and analysis of a central theme or idea of a text</b> (9-10.R.L.2) <i>[question 1]</i>	Insightful and articulate analysis of a central theme, richly supported with textual evidence	Strong analysis of a central theme, supported with some relevant textual evidence	Moderate analysis of a central theme, may not be sufficiently supported with textual evidence	Some analysis of a (potentially dubious) central theme, generally unsupported or unsubstantiated	Cited theme is implausible or inaccurate; analysis is minimal and/or entirely unsupported with textual evidence

<b>Subject(s)</b>	English language arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Shaping, Developing, and Supporting Meaning by Understanding Our Selves (Unit 2)
<b>Unit Type(s)</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	12 instructional days (four curricular weeks)

### Overarching Standards (OS)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.L.10)

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.I.10)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

### Priority Standards: CCSS

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (9-10.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (9-10.W.3b)

Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative. (9-10.W.3e)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semi-colon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

**Supporting Standards: CCSS**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (9-10.W.3c)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)

Spell correctly. (9-10.L.2c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

## Unwrapped Priority Standards

<b>Skills</b> <i>What must students <b>do</b>?</i>	<b>Concepts</b> <i>What must students <b>know</b>?</i>	<b>Bloom's Taxonomy Levels</b>
WRITE	Narratives to develop real or imagined experiences, using: <ul style="list-style-type: none"> <li>• Effective technique</li> <li>• Well-chosen details</li> <li>• Well-structured event sequences</li> </ul>	6
ENGAGE/ORIENT  CREATE	A reader by setting out: <ul style="list-style-type: none"> <li>• A problem</li> <li>• A situation</li> <li>• An observation</li> <li>• Multiple points of view</li> <li>• A narrator and/or characters</li> </ul> A smooth progression of events or experiences	5
USE	Narrative techniques: <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Pacing</li> <li>• Description</li> <li>• Reflection</li> <li>• Multiple plot lines</li> </ul> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;">To develop experiences, events, and/or characters</div>	5
PROVIDE	a conclusion that: <ul style="list-style-type: none"> <li>• Follows form</li> <li>• Reflects on what is experienced, observed, or revealed in a narrative</li> </ul>	4
DEMONSTRATE	Command of Standard English: <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	5
USE	A semi-colon to link two or more closely related independent clauses	3

### Essential Questions

1. What techniques can I use as an author to convey my experience?
2. How do varied marks of punctuation help me, and others, communicate more effectively?

**Standardized Assessment Correlations  
(State, College and Career)**

**Expectations for Learning (in development)**

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

**Resources**

Excerpts from *In My Father's Court*, by Isaac Bashevis Singer

- "Reb Asher the Dairyman," p. 162
- "The Strong Ones," p. 219
- "Why the Geese Shrieked," p. 11

"Willi," by E.L. Doctorow, from *Lives of the Poets*

*Night*, by Elie Wiesel

"Yom Kippur: the Day Without Forgiveness," from *Legends of our Time*, by Elie Wiesel

Elie Wiesel's speech on the Day of Remembrance, April 12, 1999

"Arrival at Manzanar," by Jeanne Wakatsuki Houston

Recording of Edward R. Murrow's broadcast during liberation of Buchenwald

**Vocabulary**

**War and Genocide-related vocabulary**

Holocaust	Final Solution	Third Reich	Concentration Camp	Gestapo	S.S
Auschwitz	Kristallnacht	Birkenau	Nuremburg Trials	Aryan	Genocide
Crematory	Buchenwald	Selection	The Resistance	Ghetto	Deportation

**Textual vocabulary**

Kaddish	Beadle	Synagogue	Lorry	Colic	Truncheon	Kapo	Ration
Cauldron	Void	Dysentery	Trod	Lament	Vulnerable	Buna	Zionist
Vigilance							

**Focal Points**

Per the priority standards for this unit, the emphasis is on narrative writing and the form and techniques thereof. The study of the literature, then, should focus on these techniques through close text and textual structure analysis. In addition, students should practice narrative form throughout the unit. As regards the literature specifically, the infusion of supplementary sources is meant to provide an alternative access point to the study of Holocaust. Traditional approaches tend to view the Jews as victims who were weak or even ignorant. The supplementary sources serve to paint a picture of a rich, cultured, but also *typical* life enjoyed by Jews before they were targeted by Hitler's Nazis. In some ways, this examination of *what was* makes *what happened* all the more profound. It becomes harder to cultivate an attitude of indifference—as alluded to in Wiesel's Remembrance Day speech—when the reader knows the Jews better. Beginning with Wiesel's speech might make the most sense as teachers can lead with a discussion about indifference and the evidence and dangers thereof. Then, to fight against that indifference, teachers can begin guiding students through an introduction to the people within this tragedy by reading the supplementary sources in conjunction with *Night*.

## Informational Texts

### Considerations for use

Speech for the Day of Remembrance, by Elie Wiesel	Standards Addressed:
<p><b>Premise:</b> this speech was given by Elie Wiesel at the White House as part of the Millenium Lecture Series in April of 1999, roughly 55 years after his liberation from Buchenwald. The focus is on indifference and the role that played during the Holocaust and continues to play in contemporary times of crisis.</p> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>• Wiesel says of the American soldiers who liberated him, “he remembers their rage at what they saw. And even if he lives to be a very old man, he will always be grateful to them for that rage.” Why would he be grateful for their rage?</li> <li>• Answer Wiesel’s questions posed on the first page: “Can one possibly view indifference as a virtue? Is it necessary at times to practice it simply to keep one’s sanity, live normally, enjoy a fine meal and a glass of wine, as the world around us experiences harrowing upheavals?”</li> <li>• Explain why Wiesel calls the “Muselmanner” the most tragic of all prisoners. How can they be considered more tragic than those culled during the selections or than children torn from parents? What makes the “Muselmanner” so noteworthy?</li> <li>• Use passages from the text to articulate why Wiesel believes indifference is worse even than anger or hatred.</li> <li>• Respond to Wiesel’s description of America’s indifference—even duplicity—during World War II. Is this new information to you? Were you aware that Roosevelt turned back the St. Louis or that American oil fueled German attacks? How does this change your opinion of America’s role in World War II?</li> <li>• Using evidence from current events and your own lives, answer Wiesel’s questions posed near the end of his speech: “Have we really learned from our experiences? Are we less insensitive to the plight of victims of ethnic cleansing and other forms of injustices in places near and far?”</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b></p>



<b>“Reb Asher the Diaryman,” from <i>In My Father’s Court</i></b>	<b>Standards Addressed:</b>
<p><b>Premise:</b> this vignette focuses on the inherent goodness of Reb Asher, a man from Bashevis Singer’s neighborhood in Warsaw. Reb Asher is a study in contrasts—an immense, strong, burly man who was also extremely gentle; a manual laborer (a dairyman) and the cantor of Bashevis Singer’s congregation; a generous, thankful man though he has been dealt a slightly strange lot with four odd children. Focus on the last paragraph: this piece is a reminder of the grave injustice done to humanity when great men like Reb Asher were taken away to the concentration camps.</p> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>• What trait do you believe best defines Reb Asher? Support your response with evidence from the story. Find spoken words or actions of Asher’s that embody the trait you articulated.</li> <li>• What is the priority in Asher’s life? Prove the plausibility of your response with evidence from the text.</li> <li>• Cite evidence from the story that suggests elements of Anti-Semitism, or at least segregation, in Isaac’s world.</li> <li>• On page 166, Bashevis Singer writes the words that Asher declares as Cantor on the Day of Atonement: “But repentance, prayer, and charity can avert the evil decree!” Do you think Asher embodies this notion? Explain your answer, citing evidence from the text.</li> <li>• On page 166, Bashevis Singer writes, “Every word that Asher called out, every note he uttered restored courage, revived hope.” What is it about Asher, specifically, acting as cantor that generates this effect on his listeners?</li> <li>• Explain how the following quotation from page 167 might be considered to be foreshadowing: “Asher was the only human being who was awake at that hour and who was prepared to be so persistent with the ringing of the bell and who would risk his own life for us. Yes, it was fated that this faithful friend should save us from an infernal fire.”</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b></p>

<p><b>“The Strong Ones,” from <i>In My Father’s Court</i></b></p> <p><b>Premise:</b> this vignette focuses on the complex friendships cultivated and ultimately sustained by Isaac Bashevis Singer during his childhood. This piece keenly articulates the ordinary nature of Isaac and his Jewish peers. The dynamics of their relationships are certainly not unique to Jewish children—bullies, liars, cheats, victims, and dear friends are present in every school.</p> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>• What does Bashevis Singer’s first paragraph mean? If you think of that opening paragraph as a thesis statement of sorts, delineate the argument(s) he makes to prove his point.</li> <li>• In the opening paragraph, substitute the word “school” for “heder.” Explain whether this statement is now an accurate reflection of your own experiences in school.</li> <li>• What causes the rift in the relationship between Isaac and his friends?</li> <li>• On page 223, what character trait does Isaac reveal in turning away the intermediary? Explain your response.</li> <li>• Based on the events recounted in the story—none of them particularly remarkable—what do you think it was about Isaac that caused his friends to persist in regaining his friendship? What did they see in Isaac?</li> <li>• What is meant by the last three sentences of this story?</li> </ul>	<p><b>Standards Addressed:</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b></p>
<p><b>“Why the Geese Shrieked,” from <i>In My Father’s Court</i></b></p> <p><b>Premise:</b> this vignette focuses on a typical request made to Isaac’s father, the Rabbi, in his <i>Beth Din</i>, essentially a home court. A woman who has slaughtered two geese is quite upset by the noises they continue to make, as though they were possessed by evil spirits. This dilemma presents interesting juxtapositions of tradition and religion vs. practicality and skepticism.</p> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>• Cite some of the cultural traditions observed by Isaac’s father, the Rabbi, in this story.</li> <li>• Compare and contrast the Rabbi and his wife. Identify specific character traits, and provide textual evidence to support your analysis of their characters.</li> <li>• Consider the larger implications of the following quote from page 13: “again the dead geese gave froth an uncanny shriek—the shriek of dumb creatures slain by the slaughterer’s knife, who yet retain a living force, who still have a reckoning to make with the living, an injustice to avenge. A chill crept over me. I felt as though someone had struck me with all his might.”</li> <li>• What do you make of the fact that it is the Rabbi’s wife rather than the learned Rabbi himself who solves the problem?</li> </ul>	<p><b>Standards Addressed:</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b></p>

"Willi," from <i>Lives of the Poets</i>	Standards Addressed:
<p><b>Premise:</b> this short story details a brief scene in the life of a thirteen year-old narrator. The author utilizes imagery to paint a picture of a day when the boy is keenly aware of <i>life</i>—of the plants and animals and light on his farm. The spell is broken when he comes to realize all isn't as pure and sacred as he believed. The story ends with a reference to the coming doom.</p> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>• The story takes place in the narrator's thirteenth year of life, which he himself refers to as the year in Judaism when a boy becomes a man. Why might the author have chosen to coincide this particular series of events with that particular age in his narrator? How are the two (his age and the plot) related?</li> <li>• Compare the tone of the first, lengthy sentence of the story to that of the last two, quite brief, sentences. What has happened to Willi's outlook?</li> <li>• Why is Willi so angry with his mother?</li> <li>• If Willi is so angry with his mother, why does he then defend her from the aggressions of his father?</li> <li>• Focus on close text analysis to examine the change in tone and the loss of innocence.</li> </ul> <p>p. 27: "I was resonant with the hum of the universe, I was made indistinguishable from the world in a great bonding of natural revelation."</p> <p>p. 33: "In bed at night I found it difficult breathing, and terrible waves of fever broke over me and left me parched in my terror."</p> <ul style="list-style-type: none"> <li>• What is meant by the last two sentences of this story? What is the significance of the fact that, "all of it was to be destroyed anyway, even without me"?</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b></p>

<b>"Yom Kippur: the Day Without Forgiveness," from <i>Legends of our Time</i>.....could be read in conjunction with Chapter 5</b>	<b>Standards Addressed:</b>
<p><b>Premise:</b> Elie Wiesel recounts an experience in camp when a rabbi, his mentor and friend, decided <i>not</i> to fast for Yom Kippur, typically a day of fasting in preparation for atonement.</p> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>● In a place of such grief and suffering, Elie and Pinhas have forged an unlikely relationship: one of equals. What unites these two men? Around what does much of their conversation center? How is that ironic in light of the conversation that is the basis of the first few pages of this story?</li> <li>● What <u>is</u> a Kapo? How is Elie different than Edek, the Kapo? Elie says of Edek, "Still an adolescent, he enjoyed possessing such power over so many adults," (p.34), but on the previous page, he said of himself, "According to the law of the camp I was his equal; I used the familiar form when I addressed him...me, his disciple? I gave him lessons, I gave him advice, as if I were his elder, his guide."</li> <li>● Summarize the internal struggle waged by Elie as regards his participation in the fasting and prayer rituals associated with Yom Kippur. Use textual evidence to solidify your claims.</li> <li>● Attempt to <i>explain</i>, not just <i>summarize</i>, Pinhas' reasons both for choosing <u>not</u> to fast, and then for fasting after all.</li> <li>● Why do you think the Jews, under such dreadful circumstances, retain their faith and proceed with the rituals of Yom Kippur, even going so far as to have painstakingly written the prayers on toilet paper?</li> <li>● Why does Pinhas go "laughing, to his death"? What is funny?</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b></p>

<b>“Arrival at Manzanar,” by Jeanne Wakatsuki Houston</b>	<b>Standards Addressed:</b>
<p><b>Premise:</b> after the attack on Pearl Harbor in 1941, fear of further attacks by the Japanese on American soil pervaded the nation. In response, the U.S. government created internment camps for over 100,000 residents of Japanese ancestry—most of whom were American citizens—who lived on the Pacific coast. The author was one of the imprisoned. She was seven when her family was moved to Manzanar, an internment camp, and she was imprisoned there for three years. This is an excerpt from her novel about the experience.</p> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>• In the opening paragraph (p.18), Houston writes, “We were the only Japanese family in the neighborhood. Papa liked it that way. He didn’t want to be labeled or grouped by anyone.” Later in the paragraph, she writes, “Mama’s first concern now was to keep the family together; and once the war began, she felt safer there than isolated racially in Ocean park.” Compare and contrast the parents’ perspectives. Which do you think makes more sense? Why?</li> <li>• Based on the description in the first column of page 19 of how the Japanese interacted with one another on Terminal Island, can one infer that they posed a threat to national security? Support your response with evidence of critical thinking.</li> <li>• Explain why the mother might have chosen to break her fine china (p.19) instead of selling it to the secondhand dealer for far less than it was worth.</li> <li>• Houston writes (pp.19-20), “Executive Order 9055 had been signed by President Roosevelt, giving the War Department authority to define military areas in the Western states and to exclude from them anyone who might threaten the war effort. There was a lot of talk about internment, or moving inland, for all Japanese Americans.” Surely seven year-old Jeanne Wakatsuki was not a threat to the war effort. What is similar about the treatment of the Japanese by the American government and the treatment of the Jews by the Germans?</li> <li>• Explain the irony in this quote from p. 21: “The Caucasian servers were thinking the fruit poured over rice would make a good dessert. Among the Japanese, of course, rice is never eaten with sweet foods only with salty or savory foods. Few of us could eat such a mixture. But at this point no one dared protest. It would have been impolite.”</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b></p>

**Primary text***Night*, by Elie Wiesel

Chapter 1.....pp. 3-22 (19 pages)	Standards Addressed:
<p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>• Wiesel's use of description; link between physical description and standing/respect afforded in the community</li> <li>• Emphasis on Elie Wiesel's intense faith as a boy</li> <li>• Foreshadowing with Moishe the Beadle's experience</li> <li>• Blindness to reality through all of the small affronts...reasons for the blindness or relatively passive acceptance</li> </ul> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>• The quality of a narrative is directly proportional to the quality of the narrator. Citing specific evidence from Chapter 1, describe the narrator. List everything you know about him, both factual and inferred. Do you think that he is a <i>reliable</i> narrator?</li> <li>• Chapter 1 contains elements of foreshadowing. Choose one such passage and explain its significance. Was the foreshadowing heeded by the people of Sighet?</li> <li>• On page 10, Wiesel writes, "The race towards death had begun." List the steps in the race towards death. Were there reasonable opportunities to alter the outcome at any point in that list?</li> <li>• What does Wiesel mean on page 12 when he writes, "The ghetto was ruled by neither German nor Jew; it was ruled by delusion."</li> <li>• Find evidence of the Wiesel family's adherence to their faith, even in the face of hardship and discrimination.</li> <li>• The Jews of Sighet repeatedly hear news of or witness and/or experience events in Chapter 1 that seem to foretell of certain doom; yet always they deny the truth or find reason to believe the opposite is true. Chronicle these hints.</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.I.T.4)</p> <p>Use context as a clue to meaning of a word or phrase. (9-10.L.4a)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b></p> <p>Spell correctly. (9-10.L.2c)</p>

Chapters 2 and 3.....pp. 23-46 (23 pages)	Standards Addressed:
<p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>Maintenance of hope/optimism despite the obvious desperation of the situation</li> <li>Debasement of the Jews through their treatment by the Germans</li> <li>Debasement of the Jews through their treatment of one another</li> <li>Foreshadowing: Mrs. Schächter’s visions of the fire</li> </ul> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>Citing passages in the text, identify the ways—both subtle and obvious—that German treatment of the Jews was debasing.</li> <li>Citing passages in the text, identify the ways—both subtle and direct—that the Jews debased themselves in their interactions.</li> <li>Write a brief reaction to this passage on page 29:  “Eight words spoken quietly, without emotion. Eight simple, short words. Yet that was the moment when I left my mother. There was no time to think, and I already felt my father’s hand press against mine: we were alone. In a fraction of second I could see my mother, my sisters, move to the right. Tzipora was holding Mother’s hand. I saw them walking farther and farther away; Mother was stroking my sister’s blond hair, as if to protect her. And I walked on with my father, with the men. I didn’t know that this was the moment in time and the place where I was leaving my mother and Tzipora forever.”</li> </ul> <p>How does Wiesel’s spare narration influence the impact of this moment on the reader?</p> <ul style="list-style-type: none"> <li>For the first time, Elie begins to question his faith in Chapter 3. Using the text, describe his inner conflict, and compare it to the faith demonstrated by his father.</li> <li>On page 40, in the midst of his description of a relocation march, Wiesel writes, “It was a beautiful day in May. The fragrances of spring were in the air. The sun was setting.” As a narrative device, what function does this short paragraph serve?</li> <li>Re-read the speech of the Polish barrack chief at the bottom of page 41. How does its content differ from what the Jews have been hearing thus far since their arrival at the concentration camps? What are your predictions as to whether or not the Jews—specifically Elie and his father—will be able to heed the Pole’s advice?</li> <li>In the concentration camp, a Wiesel relative, Mr. Stein from Antwerp, finds Elie and his father and hopes they have news of his own family. Wiesel writes on page 44, “I knew nothing about them...since 1940, my mother had not received a single letter from them. But I lied... ‘Reizel is fine. So are the children...’” What motivates Elie to respond this way. What does that reveal about him as a human being? What does it reveal about him as a narrator, particularly as a <i>reliable</i> narrator?</li> <li>The last paragraph of Chapter 3 describes an exchange between the German soldiers and local German girls. What function does this passage serve in the narrative?</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.I.T.4)</p> <p>Use context as a clue to meaning of a word or phrase. (9-10.L.4a)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b> (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

Chapter 4.....pp. 47-65 (18 pages)	Standards Addressed:
<p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>• Studies in contrast: Idek the Kapo vs. the blonde girl</li> <li>• Elements of hope/good fortune: being assigned to the orchestra block; “easy” work, staying with his father, the blonde girl, a kind Jewish block leader, his father’s surviving the bombing of the factory, etc.</li> <li>• Elements of hatred: Elie’s gold crown, Idek’s whipping of Elie, prisoner hangings</li> </ul> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>• Elie fights to hold onto his shoes and later to his gold crown. Summarize these situations; then, explain why retaining these things was so important to Elie.</li> <li>• The brief interaction between Elie and the blonde girl reveals elements of both of their characters, elements perhaps even better understood after their encounter in the Paris metro years later. Please elaborate.</li> <li>• Describe the conflicting feelings Elie has for his father in Chapter 4. Use the text to support your analysis of Elie’s conflict.</li> <li>• Franek is a character in Chapter 4 who shows a broad range of behaviors. Find passages from the chapter that illustrate this fact, and then explain why he might be capable of such variations in behavior.</li> <li>• On page 62, during the first hanging described in this chapter, Wiesel writes, “The thousands of people who died daily in Auschwitz and Birkenau, in the crematoria, no longer troubled me. But this boy, leaning against his gallows, upset me deeply.” Use evidence from the text as you attempt to form an analysis as to <i>why</i> this was the case. Then, consider why Wiesel ends the episode by remarking, “I remember that on that evening, the soup tasted better than ever.”</li> <li>• At the second described hanging, a young boy adored by all was executed. Contrast the description of the events and the reaction of the other prisoners to his death to that of the more defiant young man a few pages earlier.</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.I.T.4)</p> <p>Use context as a clue to meaning of a word or phrase. (9-10.L.4a)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b> (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>



Chapters 5 & 6.....pp. 66-97 (31 pages)	Standards Addressed:
<p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>• Elie’s abandonment of his faith—Rosh Hashanah and Yom Kippur</li> <li>• Persistent survival in the face of challenges: selection, surgery, evacuation and the death march</li> <li>• Irony: staying with the weak in the infirmary would have resulted in their safe liberation</li> </ul> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>• What adjective would you use to describe those Jews in the concentration camp who retained their faith and dutifully observed the rites and rituals of Rosh Hashanah through the beginning of chapter 5? Justify your response, as there are <i>many</i> possible answers here.</li> <li>• Elie writes, on page 68, “But now, I no longer pleaded for anything. I was no longer able to lament. On the contrary, I felt very strong. I was the accuser, God the accused. My eyes had opened and I was alone, terribly alone in a world without God, without man. Without love or mercy. I was nothing but ashes now, but I felt myself to be stronger than this Almighty to whom my life had been bound for so long.” Articulate the transformation that has occurred in Elie’s faith. Note that he does not indicate that God doesn’t exist.</li> <li>• Reflect upon the process of the selection. Cite specific examples from the text that show this process to be yet another means of debasing the Jews.</li> <li>• Of Akiba Drumer, Elie says on page 77, “if only he could have kept his faith in God, if only he could have considered this suffering a divine test, he would not have been swept away by the selection. But as soon as he felt the first chinks in his faith, he lost all incentive to fight and opened the door to death.” What is the irony in this?</li> <li>• In Chapter 6, it indicates how far the prisoners marched. How far was it? What explanation how men in such a weakened state could march so far in such conditions and survive?</li> <li>• On page 86, Wiesel writes, “My father’s presence was the only thing that stopped me. He was running next to me, out of breath, out of strength, desperate. I had no right to let myself die. What would he do without me? I was his sole support.” What does this reveal about Elie’s character, particularly when juxtaposed with the tale of Rabbi Eliahu and his son on pages 90-91?</li> <li>• What explanation is there for the encouraging words of the German officers as they neared the end of the march on page 92: “Hold on! We’re almost there! Courage! Just a few more hours!”</li> <li>• What, specifically, about Julieck’s last gesture—the playing of a violin concerto—can be interpreted as a final act of defiance?</li> <li>• At the end of Chapter 6, the Jews waiting for the train begin eating the snow off one another’s backs with their spoons because they were not allowed to bend down to scoop it from the ground. Wiesel writes that the SS were “greatly amused by the spectacle.” Shape an argument that suggests the SS should instead have been impressed.</li> <li>• What is the [unintentional] symbolism in the closing paragraph of Chapter 6 as the Jews march into cattle cars on the transport train?</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.I.T.4)</p> <p>Use context as a clue to meaning of a word or phrase. (9-10.L.4a)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b> (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

Chapters 7, 8, & 9 .....pp. 98-115 (17 pages)	Standards Addressed:
<p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>The utter tragedy of the death of Elie’s father, after having survived so many trials</li> </ul> <p><b>Possible Journal or Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>What do these two passages—one directly following the other in Chapter 7—reveal about the Jews? <ul style="list-style-type: none"> <li>a. “The days resembled the nights, and the nights left in our souls the dregs of their darkness. The train rolled slowly, often halted for a few hours, and continued. It never stopped snowing. We remained lying on the floor for days and nights, one on top of the other, never uttering a word. We were nothing but frozen bodies. Our eyes closed, we merely waited for the next stop, to unload our dead.” (p. 100)</li> <li>b. “In the wagon where the bread had landed, a battle had ensued. Men were hurling themselves against each other, trampling, tearing at and mauling each other. Beasts of prey unleashed, animal hate in their eyes. An extraordinary vitality possessed them, sharpening their teeth and nails.” (p.101)</li> </ul> </li> <li>Compare the scene between father and son at the bottom of page 101 (“Meir, my little Meir! Don’t you recognize me...You’re killing your father...”) to the scene between father and son (Elie) on page 99 (“No!” I yelled. ‘He’s not dead! Not yet!’)</li> <li>Cite passages from the text as you describe Elie’s inner turmoil as regards caring for his father. He sees himself as a failure as a son. How do you perceive him? Support your stance with textual evidence.</li> <li>Summarize the events leading to Elie Wiesel’s liberation.</li> <li>What do you think Wiesel means when he writes as the closing lines of the book, “From the depths of the mirror, a corpse was contemplating me. The look in his eyes as he gazed at me has never left me.”? (p.115)</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.I.T.4)</p> <p>Use context as a clue to meaning of a word or phrase. (9-10.L.4a)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p><b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b> (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p>

## Daily Participation Rubric

Meant to measure progress toward **priority** and supporting standards:

<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p>	<p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Student Name</b>	<b>Directed Notes taken; response assignment completed (9-10.S.L.1a)</b>	<b><u>Volunteers</u> participation in analytical discussion (9-10.S.L.1)</b>	<b>Speaks clearly, fluently articulating ideas (9-10.S.L.6)</b>	<b>Cites textual evidence in responding (9-10.S.L.1a)</b>	<b>Responds to peer opinion through development or dissent (9-10.S.L.1d)</b>	<b>Total Points (out of 10)</b>
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of Unit 1.

## Vocabulary Assessment (Possible Format)

### Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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### ***Pre-assessment format example***

\_\_\_\_\_ 1. DEMEAN

“My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys.” (Sedaris 46)

- a. request a favor of    b. publicly compliment    c. embarrass intentionally    d. cause bodily injury to

<p><b>Definition:</b></p>	<p><b>Part of Speech:</b></p>	<p><b>Synonym:</b></p>	<p><b>Antonym:</b></p>
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**Sentence:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
  - d. Using words in a sentence
  - e. Identifying pictures with vocabulary words
  - f. Answering situational questions (ex: the narrator of “Last Rung on the Ladder” from Unit 1 might use which of this unit’s vocabulary words to describe Larry? Justify your answer.)

## Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	<b>0 points earned</b>	<b>1 point earned</b>	<b>2 points earned</b>
<b>Command of Standard English (9-10.L.2)</b>	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
<b>Correct spelling (9-10.L.2c)</b>	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
<b>Use of textual evidence (9-10.I.T.1)</b>	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
<b>Cultivation of clarity and coherence (9-10.W.4)</b>	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- b. By students to self-evaluate
- b. By students to peer-evaluate
- c. By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

## Summative Assessment (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)</p>	<p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (9-10.W.3a)</p>	<p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (9-10.W.3b)</p>	<p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)</p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p>
<p>Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative. (9-10.W.3e)</p>				

Throughout this unit, we have been examining narrative form, both in our own writing practice and in that of the authors whose works we studied in the past four weeks. Your final task in this unit will be to create a well-developed narrative in which you write, in the first person, as one of Elie Wiesel's fellow survivors.

Re-read the last two pages of the book, beginning at the bottom of page 114, just after the page break. Imagine that you, like Elie, are a sixteen year-old survivor of two years of incarceration and torture. You, like Elie, have lost family members, have watched friends suffer, and have no idea of the whereabouts of many whom you love. And you, like Elie, have questioned not only your faith but your very purpose and identity as a human being.

Pick up the story at the liberation. Where do you go from here? Will yours be a story of hope and gratitude for a life saved, or will it be a story of anger and disillusionment caused by the suffering you have endured? Might a twist of fate change your original idea?

Will you reunite with family? Will you learn with sorrow the fate of missing relatives, or will you be surprised by the unexpected survival of some?

Will you return to your hometown? Will you embrace your former identity? Or will you begin anew in a different country or on a different continent?

Will you reflect upon particular experiences from the past two years before you can move forward, or will you daydream about the opportunities your future might hold?

You decide what story to tell. Select a focus; you will not likely be able to answer all of the questions posed above. Those are simply meant to get you thinking.

As always, closely review the rubric to remind yourself of the essential elements of good narrative. Be mindful of your use of sequencing, description, and clarity. Your final narrative will likely be 3-5, typed, double spaced pages long.

## Summative Assessment Rubric

Meant to measure progress toward mastery of **priority** and supporting standards

<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)</p>	<p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (9-10.W.3a)</p>	<p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (9-10.W.3b)</p>	<p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)</p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p>
		<p>Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative. (9-10.W.3e)</p>		

	Score Point 6	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
<b>Engagement of the reader through provision of orienting details</b> (9-10.W.3a)	Exceptional provision of orienting details (setting, conflict, point of view, narrator/characters) to engage the reader	Acceptable provision of orienting details (setting, conflict, point of view, narrator/characters) to engage the reader	Moderate provision of orienting details (setting, conflict, point of view, narrator/characters) to engage the reader	Limited provision of orienting details (setting, conflict, point of view, narrator/characters) to engage the reader	Nearly no provision of orienting details (setting, conflict, point of view, narrator/characters) to engage the reader	Orienting details (setting, conflict, point of view, narrator/characters) to engage the reader were not provided
<b>Integration of narrative techniques</b> (9-10.W.3b)	Exceptional integration of narrative techniques (dialogue, description, multiple plot lines) throughout	Acceptable integration of narrative techniques (dialogue, description, multiple plot lines) throughout	Moderate integration of narrative techniques (dialogue, description, multiple plot lines) throughout	Limited integration of narrative techniques (dialogue, description, multiple plot lines) throughout	Nearly no integration of narrative techniques (dialogue, description, multiple plot lines) throughout	Narrative techniques (dialogue, description, multiple plot lines) were essentially not utilized
<b>Conveys a vivid picture of the experiences, events, setting, and characters</b> (9-10.W.3d)	Exceptional integration of precise words, telling details, and sensory language	Acceptable integration of precise words, telling details, and sensory language	Moderate integration of precise words, telling details, and sensory language	Limited integration of precise words, telling details, and sensory language	Nearly no integration of precise words, telling details, and sensory language	Precise words, telling details, and sensory language are essentially not utilized
<b>Provision of a reflective conclusion</b> (9-10.W.3e)	Conclusion is excellent, finalizes in reflective fashion	Conclusion is acceptable; finalizes without summarizing	Conclusion is moderate; reads as formulaic or summarizing	Conclusion is limited in its effectiveness	Conclusion is either very short or indistinct from the final paragraph	No conclusion is provided
<b>Command of Standard English</b> (9-10.L.2)	Free of most mistakes in capitalization, punctuation, and spelling	Generally free of mistakes in capitalization, punctuation, and spelling	Contains some mistakes in capitalization, punctuation, and spelling	Contains many mistakes in capitalization, punctuation, and spelling	Contains frequent mistakes in capitalization, punctuation, and spelling	Capitalization, punctuation, and spelling are so poor, they interfere with meaning

<b>Subject(s)</b>	English language arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Shaping, Developing, and Supporting Meaning by Understanding Others (Unit 3)
<b>Unit Type(s)</b>	X Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	18 instructional days (six curricular weeks)

### Overarching Standards (OS)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.L.10)

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.I.10)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

### Priority Standards: CCSS

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9-10.I.T.3)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (9-10.W.2a)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (9-10.W.2b)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2f)

Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)



## Supporting Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (9-10.R.L.6)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.I.T.2)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (9-10.I.T.9)

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (9-10.W.2c)

Use precise language and domain-specific vocabulary to manage the complexity of the topic. (9-10.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Spell correctly. (9-10.L.2c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)

## Unwrapped Priority Standards

<b>Skills</b> <i>What must students <b>do</b>?</i>	<b>Concepts</b> <i>What must students <b>know</b>?</i>	<b>Bloom's Taxonomy Levels</b>
ANALYZE	how complex characters: <ul style="list-style-type: none"> <li>• develop over the course of a text</li> <li>• interact with other characters</li> <li>• advance the plot</li> <li>• develop the theme</li> </ul>	5
ANALYZE	how an author unfolds an analysis or series of ideas/events: <ul style="list-style-type: none"> <li>• order in which points are made</li> <li>• how points are introduced and developed</li> <li>• how connection are drawn between points</li> </ul>	5
WRITE	informative/explanatory texts to examine and convey: <ul style="list-style-type: none"> <li>• complex ideas</li> <li>• concepts</li> <li>• information</li> </ul>	6
INTRODUCE  ORGANIZE  INCLUDE	a topic  complex ideas, concepts, and information  formatting, graphics, multimedia (when useful)	5
DEVELOP	a topic with: <ul style="list-style-type: none"> <li>• well-chosen, relevant, sufficient facts</li> <li>• extended definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information and examples</li> </ul>	6
PROVIDE	a concluding statement or section that: <ul style="list-style-type: none"> <li>• follows form</li> <li>• supports information or explanation presented</li> </ul>	3
DEMONSTRATE	understanding of: <ul style="list-style-type: none"> <li>• figurative language</li> <li>• word relationships</li> <li>• nuances in word meanings</li> </ul>	4
INTERPRET  ANALYZE	figures of speech in context  their role in a text	5

<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. How do characterization and narrative structure function to develop a text?</li> <li>2. How do I choose and organize information to clearly and accurately communicate complex ideas and concepts via writing and other media?</li> <li>3. How do I consistently and correctly utilize the grammar, usage, and mechanics of standard English?</li> <li>4. What role does figurative language play in shaping meaning?</li> </ol>



<b>Standardized Assessment Correlations (State, College and Career)</b>
<p><b><u>Expectations for Learning (in development)</u></b></p> <p>This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

<b>Resources:</b>
<p><i>To Kill a Mockingbird</i>, by Harper Lee            Some seminal U.S. documents TBD            Some supplementary informative text that lays out an argument TBD</p>

<b>Vocabulary:</b>						
Assuage	Impudent	Malevolent	Vapid	Taciturn	Sojourn	Vexation
Contentious	Diminutive	Fractious	Persevere	Quell	Aberration	Unfathomable
Evade	Guile	Inconspicuous	Invective	Peril	Oppressive	Palliate
Propensity	Umbrage	Austere	Tactful	Infallible	Impassive	Uncouth
Venerable	Formidable	Acrimonious	Tenet	Mollify	Volition	Temerity
Vehement	Impertinence	Eccentricity	Furtive	Irascible		

<b>Points of Emphasis:</b>	<b>Standards Addressed:</b>
<p>Chapters 1-3.....pages 3-35</p> <p><b>Focal points:</b></p> <ul style="list-style-type: none"> <li>• Narration: identification of the narrator, preliminary analysis of reliability</li> <li>• Setting: identification of the setting, preliminary analysis of the impact on time and place on plot</li> <li>• Characterization and relationships</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• What can the reader infer about Jem and Scout’s relationship based on their interactions in the first three chapters?</li> <li>• “ You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it” (Atticus 30). Explain what you think the passage means as it relates to elements of the story, such as character or theme.</li> <li>• How and why were the Radleys set apart from the rest of Maycomb?</li> <li>• What do you think it means to make “people into ghosts”? What ways do you think Atticus might have had in mind?</li> <li>• What’s your initial impression of Atticus as a father?</li> <li>• Based on Chapters 2 and 3 compare and contrast the Cunninghams and the Ewells?</li> <li>• Is there anything surprising about Calpurnia’s reaction to Scout insulting Walter?</li> </ul>	<p><b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (9-10.W.2b)</b></p> <p><b>Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of</p>

	<p>agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)</p> <p>Spell correctly. (9-10.L.2c)</p>
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Points of Emphasis:	Standards Addressed:
<p>Chapters 4-8.....pages 36-84</p> <p><b>Focal points:</b></p> <ul style="list-style-type: none"> <li>• Setting: identification of the setting, preliminary analysis of the impact on time and place on plot</li> <li>• Character Development</li> <li>• Role of Minor Characters in Development of Major Characters</li> <li>• Emerging Theme</li> <li>• Symbolism</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• What explanation do the neighbors offer for what happens at the Radley property on the night the children attempt to see Boo through a window? Why might the reader expect this explanation from these townspeople?</li> <li>• Characterize Dill</li> <li>• What is so interesting about the objects found in the tree, particularly the soap carvings? What might we <i>infer</i> about the individual? Who is placing those things there, particularly if we focus on those carvings?</li> <li>• Why does Jem cry at the end of Chapter 7?</li> <li>• Why is Miss Maudie described as a “chameleon lady”?</li> <li>• Why do the kids like Miss Maudie? Why does Scout connect with her?</li> </ul>	<p><b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (9-10.W.2b)</b></p> <p><b>Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p>

<ul style="list-style-type: none"> <li>• What surprises the kids about Maudie’s reaction about the fire?</li> <li>• What evidence is there that Scout and Jem are growing apart in some ways?</li> <li>• In what ways might the snow man be symbolic?</li> </ul>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)</p> <p>Spell correctly. (9-10.L.2c)</p>
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<b>Points of Emphasis:</b>	<b>Standards Addressed:</b>
<p>Chapters 9-11.....pages 85-128</p> <p><b>Focal points:</b></p> <ul style="list-style-type: none"> <li>• Text-to-Self and Text-to-World Connections</li> <li>• Foreshadowing</li> <li>• Symbolism</li> <li>• Reinforcement of Theme</li> <li>• Text Structure</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• Atticus says, “This time...we’re fighting our friends.” What do you think he means? If you fight people, how can they still be your friends?</li> <li>• What examples of foreshadowing do you find in Chapter 9?</li> <li>• What is Maycomb’s disease to which Atticus refers?</li> <li>• Uncle Jack suggests that Scout wants to grow</li> </ul>	<p><b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (9-10.W.2b)</b></p> <p><b>Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p>

<p>up to be a lady, and she says she doesn't. What do you think each means by the word <i>lady</i>?</p> <ul style="list-style-type: none"> <li>• Why did Atticus want Scout to overhear his conversation with Uncle Jack? And why did Scout listen in on his conversation?</li> <li>• How do Cecil Jacobs and Francis use the word <i>nigger</i> differently than Calpurnia uses it?</li> <li>• What lesson about parenting does Scout teach Uncle Jack?</li> <li>• Why does Atticus tell Jem that it's a sin to kill a Mockingbird?</li> <li>• How does the last line of Chapter 10 show a change in Jem?</li> <li>• Summarize the scene where the mad dog is shot. What theme may be derived from these events? How is this scene symbolic or representative of a larger issue in the story?</li> <li>• Why does Atticus tell Scout "The one thing that doesn't abide by majority rule is a person's conscience"?</li> <li>• Why is it so important to Atticus at this time for the children to read to Mrs. Dubose?</li> </ul>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)</p> <p>Spell correctly. (9-10.L.2c)</p>
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<b>Points of Emphasis:</b>	<b>Standards Addressed:</b>
<p>Chapters 12-13.....pages 131-152</p> <p><b>Focal points:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Character Foils</li> <li>• Theme</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• Why does Calpurnia change her language when</li> </ul>	<p><b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Develop the topic with well-chosen, relevant, and sufficient facts,</b></p>



<p>speaking to different groups? Look back at her explanation of speaking two different ways. Describe two situations in your life in which you speak differently and the changes you make in you use of language to fit each situation.</p> <ul style="list-style-type: none"> <li>• What's the author's purpose for including the episode with Eula in Chapter 12?</li> <li>• Comment on the role of the church in Cal's community.</li> <li>• Scout says, "Aunt Alexandra fitted into the world of Maycomb like a hand into a glove, but never into the world of Jem and me." How does she fit so well into the world of Maycomb?</li> <li>• What does Atticus try to explain to the kids at the end of Chapter 13 and why doesn't he succeed?</li> </ul>	<p><b>extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (9-10.W.2b)</b></p> <p><b>Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)</p> <p>Spell correctly. (9-10.L.2c)</p>
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<b>Points of Emphasis:</b>	<b>Standards Addressed:</b>
<p>Chapters 14-16-.....pages 153-188</p> <p><b>Focal points:</b></p> <ul style="list-style-type: none"> <li>• Character Development</li> <li>• Irony</li> <li>• Quotation Explication</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• How does Jem “break the remaining code” of his childhood with Scout?</li> <li>• Comment on the discussion about Calpurnia between Atticus and Alexandra.</li> <li>• What does the following snippet of conversation suggest about the trial: “...in favor of Southern womanhood as much as anybody, but not for preserving polite fiction at the expense of human life”?</li> <li>• Why is it ironic that the mob outside the jailhouse speaks in whispers?</li> <li>• Provide an example of how each of the children demonstrates maturity in Chapter 15.</li> <li>• Atticus get visited by two groups of men in Chapter 15, what’s the difference between them?</li> <li>• How are the interactions between Atticus and Alexandra changing?</li> <li>• According to Atticus, what made Walter Cunningham break up the mob?</li> <li>• Who is Dolphus Raymond? Why doesn’t the town like him?</li> <li>• Where do the kids sit during the trial, and why is this significant?</li> </ul>	<p><b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (9-10.W.2b)</b></p> <p><b>Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p>

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Points of Emphasis:	Standards Addressed:
<p>Chapters 17-18.....pages 189-215</p> <p><b>Focal points:</b></p> <ul style="list-style-type: none"> <li>• Character Foil</li> <li>• Character Analysis</li> <li>• Quotation Explication</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• What is the significance of Harper Lee contrasting her description of the Ewell residence and the black’s cottages?</li> <li>• What kind of father is Bob Ewell?</li> <li>• Why does Mayella mistake Atticus’s courtesy for mockery? Why would anyone mistake courtesy for mockery? Can you think of any real life examples?</li> <li>• What do you make of Mayella’s failure to understand the words <i>friends</i> and <i>love</i>?</li> <li>• Scout says, “Atticus had hit her hard in a way that was not clear to me” (p. 188). Explain how Atticus “hit her.”</li> <li>• Select three of Bob Ewell’s statements that say something important about his character; then, explain what it is that they reveal.</li> </ul>	<p><b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (9-10.W.2b)</b></p> <p><b>Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p>

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Points of Emphasis:	Standards Addressed:
<p>Chapters 19-21.....pages 216-241</p> <p><b>Focal points:</b></p> <ul style="list-style-type: none"> <li>• Narration: analysis of narrator/character development of narrator</li> <li>• Irony</li> <li>• Text-to-Text and Text-to-World Connections</li> <li>• Inference</li> <li>• Quotation Explication</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• Choose several examples of Scout's inner monologue regarding the witnesses who are testifying. What conclusions does she draw about their lives and mannerisms? How does this show a change in Scout?</li> <li>• Tom reports that Mayella told him "what her papa do to her don't count" What did she mean?</li> </ul>	<p><b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (9-10.W.2b)</b></p> <p><b>Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of</p>

<ul style="list-style-type: none"> <li>• What fatal mistake does Tom Robinson make on the stand? Why is this a mistake?</li> <li>• In what ways is Dolphus Raymond a spokesperson for the author?</li> <li>• According to Atticus, of what is Mayella guilty? Do you think she or her father is responsible for her being in court? Explain.</li> <li>• What does Dolphus Raymond mean when he says "...because you're children and you can understand it"?</li> <li>• Evaluate Atticus's closing argument. Do you think it is effective? Why?</li> <li>• Explain the irony in Atticus's statement, "This case is as simple as black and white"?</li> <li>• What's the connection between the rabid dog and the jury?</li> <li>• <i>"Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a ripple of hope . . . and crossing each other from a million different centers of energy . . . [they] build a current that can sweep down the mightiest walls of oppression and resistance."</i> ----- Robert F. Kennedy</li> </ul> <p>Think about people or characters that you have read about or met in these chapters. To which of these people might this quote also apply?</p> <ul style="list-style-type: none"> <li>• Even though Atticus lost the case, Maudie is encouraged. Why?</li> <li>• Cite textual evidence from the chapters to support the idea that Jem's view of the world is changing as a result of the trial.</li> <li>• Explain the irony in the Missionary Circle scene.</li> <li>• Identify an overarching theme that is communicated in Chapter 24. Provide textual evidence of the development of this theme.</li> </ul>	<p>the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)</p> <p>Spell correctly. (9-10.L.2c)</p>
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<b>Points of Emphasis:</b>	<b>Standards Addressed:</b>
<p>Chapters 25-27 .....pages 272-292</p> <p><b>Focal points:</b></p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Character Growth</li> <li>• Examination of Time Period/Historical Context</li> <li>• Parallel Characters</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• How does Mr. Underwood’s editorial add to your ideas about the ultimate meaning (themes) of the book?</li> <li>• What evidence is there that Scout is getting wiser?</li> <li>• React to this statement: “Tom was a dead man the minute Mayella Ewell opened her mouth and screamed”. What does this tell us about the culture of the South in the 1930’s.</li> <li>• What in this chapter draws a connection between Boo Radley and Tom Robinson? How are they parallel?</li> <li>• What do you think the last sentence of this chapter means? What evidence supports your conclusion (?)</li> </ul>	<p><b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</b></p> <p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</b></p> <p><b>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (9-10.W.2b)</b></p> <p><b>Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)</p>
<p><b>Chapters 28-31 pages 292-323</b></p> <p><b>Author’s Intent</b> <b>Theme/Moral</b> <b>Making Inferences</b></p> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• Harper Lee always considered her novel to be a “simple love story”. What does she mean? To whom is she referring? If this is a love story, between and among whom is it a tale of love?</li> <li>• How does Aunt Alexandra’s behavior in this chapter differ from how she behaved earlier?</li> <li>• Explicate the following quote: “Atticus was right.</li> </ul>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify</p>

<p>One time he said, ‘you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough.’</p> <ul style="list-style-type: none"><li>• On page 33, Atticus once explained to Scout, “Sometimes it’s better to bend the law a little in special cases.” In light of this lesson, would he agree that Heck Tate made the right decision at the end of the story?</li></ul>	<p>their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)</p> <p>Spell correctly. (9-10.L.2c)</p>
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## Daily Participation Rubric

Meant to measure progress toward **priority** and supporting standards:

<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p>	<p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Student Name</b>	<b>Directed Notes taken; response assignment completed (9-10.S.L.1a)</b>	<b><u>Volunteers</u> participation in analytical discussion (9-10.S.L.1)</b>	<b>Speaks clearly, fluently articulating ideas (9-10.S.L.6)</b>	<b>Cites textual evidence in responding (9-10.S.L.1a)</b>	<b>Responds to peer opinion through development or dissent (9-10.S.L.1d)</b>	<b>Total Points (out of 10)</b>
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of the unit.



## Vocabulary Assessment (Possible Format)

### Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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### ***Pre-assessment format example***

\_\_\_\_\_ 1. DEMEAN

"My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys." (Sedaris 46)

a. request a favor of    b. publicly compliment    c. embarrass intentionally    d. cause bodily injury to

<p><b>Definition:</b></p>	<p><b>Part of Speech:</b></p>	<p><b>Synonym:</b></p>	<p><b>Antonym:</b></p>
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**Sentence:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
  - g. Using words in a sentence
  - h. Identifying pictures with vocabulary words
  - i. Answering situational questions (ex: the narrator of "Last Rung on the Ladder" from Unit 1 might use which of this unit's vocabulary words to describe Larry? Justify your answer.)

## Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	<b>0 points earned</b>	<b>1 point earned</b>	<b>2 points earned</b>
<b>Command of Standard English (9-10.L.2)</b>	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
<b>Correct spelling (9-10.L.2c)</b>	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
<b>Use of textual evidence (9-10.I.T.1)</b>	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
<b>Cultivation of clarity and coherence (9-10.W.4)</b>	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- c. By students to self-evaluate
- b. By students to peer-evaluate
- c. By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

## Summative Assessment

Designed to measure student progress toward mastery of **priority** and supporting standards:

<p>Write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p>	<p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. (9-10.W.2a)</p>	<p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (9-10.W.2b)</p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2f)</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p>
<p>Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p>				

### The Prompt/Assignment/Task/Project:

Read the *Report on the Scottsboro, Ala. Case*, written by social activist Hollace Ransdell, and complete the attached graphic organizer. Then, using the graphic organizer, the report itself, and the novel, select a single character and compose an informative essay in which you cite and explain examples of that character's manifestations of courage in *To Kill a Mockingbird*. Compare the character's courageousness to the actions and/or words of one of the historical characters described in the Scottsboro document.

**Summative Assessment Rubric**Designed to measure student progress toward mastery of **priority** and supporting standards:

	<b>Score Point 6</b>	<b>Score Point 5</b>	<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>
<b>Introduction of topic; organization of ideas (9-10.W.2a)</b>	Exemplary organization of ideas, concepts, and information	Strong organization of ideas, concepts, and information	Acceptable organization of ideas, concepts, and information with some lapses	Limited organization of ideas, concepts, and information	Little evidence of any organizational structure	Organization is essentially non-existent; ideas, concepts, and information are presented at random
<b>Development of the topic (9-10.W.2b)</b>	Rich, thorough development of the topic, replete with relevant supporting facts, details, and textual evidence	Strong development of the topic, including relevant supporting facts, details, and textual evidence	Acceptable development of the topic, including some supporting facts, details, and textual evidence	Limited development of the topic; supporting facts, details, and textual evidence are sparse and/or irrelevant	Poor development of the topic; supporting facts, details, and textual evidence are limited, superficial, or lacking	Topic is underdeveloped; supporting facts, details, and textual evidence are insignificant or lacking entirely
<b>Provision of a conclusion (9-10.W.2f)</b>	Exemplary provision of a conclusion that supports or enhances rather than summarizing	Strong provision of a conclusion that supports or enhances rather than summarizing	Acceptable provision of a conclusion that may support or enhance in addition to summarizing	Limited provision of a conclusion that supports or enhances; largely summarizes	Poor provision of a conclusion that serves any function other than to summarize	No conclusion is evident
<b>Citation of textual evidence (9-10.R.L.1)</b>	Exemplary integration of relevant textual evidence	Strong integration of largely relevant textual evidence	Acceptable integration of textual evidence	Limited integration of textual evidence or selection of inferior textual evidence	Poor or weak integration of textual evidence which may be inferior in substance	No integration of textual evidence
<b>Demonstration of command of standard written English (9-10.L.2)</b>	Free of most mistakes in capitalization, punctuation, and spelling	Generally free of mistakes in capitalization, punctuation, and spelling	Contains some mistakes in capitalization, punctuation, and spelling	Contains many mistakes in capitalization, punctuation, and spelling	Contains frequent mistakes in capitalization, punctuation, and spelling	Capitalization, punctuation, and spelling are so poor, they interfere with meaning

Subject(s)	English language arts
Grade/Course	Grade 10
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Our World (Unit 4)
Unit Type(s)	X Skills-based <input type="checkbox"/> Thematic
Pacing	18 instructional days (six curricular weeks)

### Overarching Standards (OS)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.L.10)

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.I.10)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

### CCSS Priority Standards

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.R.I.8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (9-10.W.1a)

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (9-10.W.1b)

(continued on the next page)

Provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.1e)

**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)**

**Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)**

### CCSS Supporting Standards

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (9-10.R.L.6)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.I.T.2)

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9-10.I.T.3)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (9-10.W.1c)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Spell correctly. (9-10.L.2c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)

## Unwrapped Priority Standards

<b>Skills</b> <i>What must students do?</i>	<b>Concepts</b> <i>What must students know?</i>	<b>Bloom's Taxonomy Levels</b>
ANALYZE	How author's choice regarding: <ul style="list-style-type: none"> <li>• Textual structure</li> <li>• Sequence</li> <li>• Manipulation of time</li> </ul>	Contribute to: Mystery, tension, and surprise  4
DELINEATE & EVALUATE  IDENTIFY	Argument/claims in a text, assessing whether or not: <ul style="list-style-type: none"> <li>• Reasoning is valid</li> <li>• Evidence is relevant and sufficient</li> </ul> False statements Fallacious reasoning	5
WRITE	Arguments, using: <ul style="list-style-type: none"> <li>• Valid reasoning</li> <li>• Relevant and sufficient evidence</li> </ul>	6
INTRODUCE  DISTINGUISH  CREATE	Precise claims  Claims from alternate/opposing claims  Organization that shows relationship among: <ul style="list-style-type: none"> <li>• Claims</li> <li>• Counterclaims</li> <li>• Reasons</li> <li>• Evidence</li> </ul>	5
DEVELOP	Claims and counterclaims fairly: <ul style="list-style-type: none"> <li>• Supplying evidence</li> <li>• Indicating strengths/weaknesses</li> </ul>	5
PROVIDE	A concluding statement/section	5
INITIATE  PARTICIPATE	A range of collaborative discussions <ul style="list-style-type: none"> <li>• One-on-one</li> <li>• In groups</li> <li>• Teacher-led</li> </ul> with diverse partners  In a range of collaborate discussions <ul style="list-style-type: none"> <li>• One-on-one</li> <li>• In groups</li> <li>• Teacher-led</li> </ul> with diverse partners, building on others' ideas and expressing their own clearly and persuasively	4



## Unwrapped Priority Standards, cont'd

<b>Skills</b> <i>What must students do?</i>	<b>Concepts</b> <i>What must students know?</i>	<b>Bloom's Taxonomy Levels</b>
PROPEL	Conversations by: <ul style="list-style-type: none"> <li>• Posing questions</li> <li>• Responding to questions that relate discussion to broader themes</li> </ul>	4
INCORPORATE	others into the discussion	
CLARIFY, VERIFY, or CHALLENGE	ideas and conclusions	

### Essential Questions

1. How do we analyze and support a claim about an author's choices?
2. How do we recognize and also utilize the traits of strong argumentative writing?

### Standardized Assessment Correlations (State, College and Career)

#### Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

### Resources

*Romeo and Juliet*, a play by William Shakespeare

### Vocabulary

Mutiny	Flourish	Pernicious	Forfeit	Adversary	Fray	Augment
Purge	Grievance	Transgression	Propagate	Siege	Vex	Posterity
Devout	Lineament	Visage	Courtier	Nuptial	Brow	Adjacent
Enmity	Invocation	Discourse	Impute	Inconstant	Idolatry	Repose
Bounty	Procure	Substantial	Baleful	Predominant	Chide	Dote
Rancor	Singular	Driveling	Minstrel	Eloquence	Plague	Valor
Calamity	Carrion	Dissembler	Adversity	Disposition	Denote	Discord
Gravity	Inundation	Slander	Resolution	Peevish	Shroud	Loathsome
Prostrate	Lamentable	Pilgrimage	Haughty	Unhallowed	Paramour	Discern
Sepulcher	Ambiguity	Inauspicious	Devise			

## Points of Emphasis

Act I.....scenes i, ii, iii, iv, and v	Standards Addressed:
<p><b>Points of emphasis:</b></p> <ul style="list-style-type: none"> <li>• Examination of text structure (how to read Shakespeare)</li> <li>• Character introduction noted for future analysis of character development</li> <li>• Identification of conflict(s)</li> <li>• Identification of simultaneous plot lines</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene i:</b></p> <ul style="list-style-type: none"> <li>• How does Romeo feel about love? How do you know? (Hint: If he uses oxymorons, how does this indicate how he is feeling? Quote a few oxymorons in your answer.)</li> <li>• Have you felt this way about love before? Why or why not?</li> <li>• Benvolio gives Romeo some advice about how to deal with his frustrating love situation. Would you have given him the same advice? Write a brief monologue in Shakespearean language of what you would say to Romeo in the same situation.</li> <li>• Read the Prince’s speech a second time. Then agree as a group on answers to the following:             <ol style="list-style-type: none"> <li>a. What important historical information does the Prince convey?</li> <li>b. What are two important political decisions the Prince makes?</li> </ol> </li> <li>• Evaluate the Prince’s political decisions. How sound are they? Determine your criteria for a sound political decision. What do these decisions establish for the rest of the drama?</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene ii:</b></p> <ul style="list-style-type: none"> <li>• Lord Capulet is unique for an Elizabethan father. What is unique about his attitude toward Paris’s suit and Juliet’s possible marriage? Compare and contrast his attitude with his wife’s.</li> <li>• Analyze Paris’s statement, “Younger than she are happy mothers made.” How doe Paris’s statement illustrate Elizabethan attitudes?</li> <li>• List all potential outcomes of Benvolio’s idea. Do you think it’s a good one? (discussion)</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene iii:</b></p> <ul style="list-style-type: none"> <li>• What is most important to Lady Capulet when it comes to marriage? What is most important to the Nurse? What is most important to Juliet?</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p><b>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.R.L.4)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p>

- Characterize the Nurse. What is her role in this scene? What might Shakespeare's purpose be in allowing her to tell a lengthy story?
  - a. Decide on her topic sentence for her personality.
  - b. After the topic sentence, use textual evidence to justify your perception of the Nurse.
- How would you respond if your parent told you that she or he had a person she or he wanted you to marry? What do you guess Juliet thinks of her mother's suggestion? Read her last lines carefully. How do you know? Where does the subtext (the hidden feelings she does not directly admit) shine through?

#### Possible Journal or Discussion Prompts for scene iv:

- How does Romeo's mood change in this scene? Find a line that captures his attitude in the beginning *and* a line that captures his attitude by the end.
- What does this mood change tell you about his personality? About his past experiences? About his **intuition**?
- **Foreshadowing** is the use of events, dialogue, and imagery that vaguely or strongly predict later plot events. What events, dialogue, or imagery in this scene might predict a tragedy to come later?
- Varying personalities have varying perspectives on love. Compare Mercutio's views of love to Romeo's. What are the crucial differences?

#### Possible Journal or Discussion Prompts for scene v:

- If you fall in love with someone of whom your family disapproves, should you marry the person regardless of the obstacles?
- Identify and explicate orally and in writing a character's traits using the character's actions, speech, appearance, and reactions from other characters.
- Use literary terms to articulate interpretations of characters, narrative, and themes: *metaphor, simile, oxymoron, blank verse and iambic pentameter*
- **Social Expectations of Love (Theme)**
  - a. What social barriers do people face in loving each other today? Is there a person of any race, gender, ethnicity, religion, socioeconomic status, or sexual orientation that your parents don't want you to bring home as a friend, boyfriend, or girlfriend? Why?

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)

Act II.....scenes i, ii, iii, iv, and v	Standards Addressed:
<p><b>Points of emphasis:</b></p> <ul style="list-style-type: none"> <li>• Examination of text structure (how to read Shakespeare)</li> <li>• Character introduction noted for future analysis of character development</li> <li>• Identification of conflict(s)</li> <li>• Identification of simultaneous plot lines</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene i:</b></p> <ul style="list-style-type: none"> <li>• <b>Chorus:</b> What is the origin of the Chorus in drama? How does the Chorus move the plot forward?</li> <li>• <b>Socratic Discussion: <i>Love and Marriage</i></b> <ol style="list-style-type: none"> <li>a. What indications do we have that Romeo and Juliet are experiencing lust? What indications do we have that they are experiencing love? Which feeling is stronger?</li> </ol> </li> </ul> <p><b>Possible Journal or Discussion Prompts for scene ii:</b></p> <ul style="list-style-type: none"> <li>• <b>Film Review:</b> Choose your favorite balcony scene to review. You are a film critic writing for a major magazine and the votes are in: _____ version of the balcony scene is the best! Write a paragraph arguing in support of each cinematic element. Prove your argument in each paragraph for “most effective” by providing <i>specific</i> details from the film to support your opinion.</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene iii:</b></p> <ul style="list-style-type: none"> <li>• What philosophical observations does Friar Lawrence make in Act II, Scene iii?</li> <li>• Consider Friar Lawrence’s soliloquy as an <b>explicit</b> statement of this key theme in the play. Where and how does the double-sided nature of many elements in the play present itself, when “virtue itself turns vice”? Consider some of the following oppositions: public/private, love/hate, comedy/tragedy</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene iv:</b></p> <ul style="list-style-type: none"> <li>• <b>Rebellion:</b> The Nurse and the Friar both engage in forms of rebellion in this act. What kind of rebellion do they embrace? What is their motivation for breaking the social order?</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene v:</b></p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p><b>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.R.L.4)</p> <p>Demonstrate understanding of figurative</p>

<ul style="list-style-type: none"> <li>• Compare Juliet’s relationship with the Nurse to her relationship with her mother. Does Juliet seem closer to one woman than the other? Think about the ways she talks and acts around each one. Put your response in writing using evidence from the play to support your answer.</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene vi:</b></p> <ul style="list-style-type: none"> <li>• Identify one of the character’s lines that is an example of foreshadowing in scene vi.</li> </ul>	<p>language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>
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Act III.....scenes i, ii, iii, iv, and v	Standards Addressed:
<p><b>Points of emphasis:</b></p> <ul style="list-style-type: none"> <li>• Examination of text structure (how to read Shakespeare)</li> <li>• Character introduction noted for future analysis of character development</li> <li>• Identification of conflict(s)</li> <li>• Identification of simultaneous plot lines</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene i:</b></p> <ul style="list-style-type: none"> <li>• How do the emotional motivations of characters determine character choices?</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene ii:</b></p> <ul style="list-style-type: none"> <li>• <b>Dichotomy and Paradox:</b> <ol style="list-style-type: none"> <li>a. When might people find themselves feeling both love and hate for someone? What kinds of relationships tend to elicit such opposing feelings?</li> <li>b. How can Juliet both hate and love Romeo after he kills Tybalt?</li> </ol> </li> </ul> <p><b>Possible Journal or Discussion Prompts for scene iii:</b></p> <ul style="list-style-type: none"> <li>• According to Romeo, why is death better than banishment? According to Friar Laurence, Why is banishment a blessing? With whom do you agree? Support your argument with textual evidence.</li> <li>• What do we learn about Romeo’s personality and identity in this scene?</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene iv:</b></p> <ul style="list-style-type: none"> <li>• <b>Motif: Time: haste v. slowness:</b> Where in this act are events decided more quickly than others? Why? What do you think of the characters’ judgments in these scenes?</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p><b>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Respond thoughtfully to diverse perspectives,</p>

<p><b>Possible Journal or Discussion Prompts for scene v:</b></p> <ul style="list-style-type: none"> <li>Juliet rebels against her father’s wishes by refusing to marry Paris. How is this refusal a rebellion not only against his power, but also against the structure and norms of Elizabethan society?</li> </ul>	<p>summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.R.L.4)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>
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Act IV.....scenes i, ii, iii, iv, and v	Standards Addressed:
<p><b>Points of emphasis:</b></p> <ul style="list-style-type: none"> <li>Examination of text structure (how to read Shakespeare)</li> <li>Character introduction noted for future analysis of character development</li> <li>Identification of conflict(s)</li> <li>Identification of simultaneous plot lines</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene i:</b></p> <ul style="list-style-type: none"> <li>Analyze the dialogue exchange between Juliet and Paris in scene i. Paraphrase for each set of lines. Examine the public, revealed emotions as well as the subtext of private, hidden emotions.</li> <li>Discuss as a group Juliet’s options. What should she choose to do after this scene?</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene ii:</b></p> <ul style="list-style-type: none"> <li><b>Motif: Time: haste v. slowness:</b> Where in this act are events decided more quickly than others? Why? What do you think of the characters’ judgments in these scenes?</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene iii:</b></p> <ul style="list-style-type: none"> <li>Analyze Juliet’s soliloquy at the end of scene iii. Using close reading skills, identify Juliet’s fears.</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p><b>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>

<p><b>Possible Journal or Discussion Prompts for scene iv:</b></p> <ul style="list-style-type: none"> <li>• Read to the end of the scene. Discuss as a group your beliefs about Juliet's character and how it has evolved since act 1. What qualities does she display now that she did not before?</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene v:</b></p> <ul style="list-style-type: none"> <li>• Why do you think Shakespeare includes the dialogue between Peter and the musicians at the end of scene v?</li> <li>• Evaluate Friar Laurence's argument for why Juliet's death should not be mourned.</li> <li>• <b>Point of View:</b> Write an elegy for Juliet, one that could have been spoken at her funeral. However, assume the role of a particular character. What would the Nurse have said? Or Lord Capulet? Or Lady Capulet?</li> </ul>	<p>range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.R.L.4)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>
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Act V.....scenes i, ii, and iii	Standards Addressed:
<p><b>Points of emphasis:</b></p> <ul style="list-style-type: none"> <li>• Examination of text structure (how to read Shakespeare)</li> <li>• Character introduction noted for future analysis of character development</li> <li>• Identification of conflict(s)</li> <li>• Identification of simultaneous plot lines</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene i and ii:</b></p> <ul style="list-style-type: none"> <li>• Do you think that fate or the characters themselves are more responsible for the outcome of the play?</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene ii:</b></p> <ul style="list-style-type: none"> <li>• <b>Elements of tragedy: Tragic Flaw</b> Consider your understanding of how a character's tragic flaw leads to his destruction. Identify Romeo's tragic flaw and use textual evidence to show how this flaw contributes to the deaths.</li> </ul> <p><b>Possible Journal or Discussion Prompts for scene iii:</b></p> <ul style="list-style-type: none"> <li>• Closely read the Prince's speech (lines 301-305). Explain what you think the passage means as it relates to elements of the story such as character or theme?</li> </ul>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) and (9-10.I.T.1)</p> <p>Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p> <p><b>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.R.L.4)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meanings of words with similar denotations. (9-10.L.5b)</p>



## Daily Participation Rubric

Meant to measure progress toward **priority** and supporting standards:

<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p>	<p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Student Name</b>	<b>Directed Notes taken; response assignment completed (9-10.S.L.1a)</b>	<b><u>Volunteers</u> participation in analytical discussion (9-10.S.L.1)</b>	<b>Speaks clearly, fluently articulating ideas (9-10.S.L.6)</b>	<b>Cites textual evidence in responding (9-10.S.L.1a)</b>	<b>Responds to peer opinion through development or dissent (9-10.S.L.1d)</b>	<b>Total Points (out of 10)</b>
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of the unit.

## Vocabulary Assessment (Possible Format)

### Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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### ***Pre-assessment format example***

\_\_\_\_\_ 1. DEMEAN

“My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys.” (Sedaris 46)

a. request a favor of    b. publicly compliment    c. embarrass intentionally    d. cause bodily injury to

<p><b>Definition:</b></p>	<p><b>Part of Speech:</b></p>	<p><b>Synonym:</b></p>	<p><b>Antonym:</b></p>
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**Sentence:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
  - j. Using words in a sentence
  - k. Identifying pictures with vocabulary words
  - l. Answering situational questions (ex: the narrator of “Last Rung on the Ladder” from Unit 1 might use which of this unit’s vocabulary words to describe Larry? Justify your answer.)

## Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	<b>0 points earned</b>	<b>1 point earned</b>	<b>2 points earned</b>
<b>Command of Standard English (9-10.L.2)</b>	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
<b>Correct spelling (9-10.L.2c)</b>	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
<b>Use of textual evidence (9-10.I.T.1)</b>	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
<b>Cultivation of clarity and coherence (9-10.W.4)</b>	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- By students to self-evaluate
- By students to peer-evaluate
- By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

## Summative Assessment

Meant to measure progress towards **priority** and supporting standards:

<p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.L.2)</p>	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p>
<p>Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. (9-10.W.1a)</p>				

### The Prompt(s):

#### I. *Essay Question: Is fate responsible?*

**Your Task:** The Elizabethans regarded stars and the heavens as important factors in determining the path a life would take. Shakespeare reflects this belief in his recurring references to stars, the heavens, fate, chance happenings, and fortune. Search through the play to find as many references as possible to these subjects. Write a 2-3 page paper in which you identify and analyze how fate plays a role in determining the outcome of the characters' lives. List citations and write commentary for each citation explaining what is happening in the play and how the characters believe that events in their lives are caused by fate.

### Suggested Organization of Essay Response:

- **Paragraph 1, THESIS:** State whether, in your opinion, one character from the play either accepts fate or fights against it.
- **Paragraph 2, EVIDENCE and COMMENTARY #1:** Identify one specific reference to a fate-related object or happening, preferably from acts 1 or 2. Comment on how the character from the thesis interprets the object or happening.
- **Paragraph 3, EVIDENCE and COMMENTARY #2:** Identify one specific reference to a fate-related object or happening, preferably from acts 3 or 4. Comment on how the character from the thesis interprets the object or happening.
- **Paragraph 4, EVIDENCE and COMMENTARY #3:** Identify one specific reference to a fate-related object or happening, preferably from acts 4 or 5. Comment on how the character from the thesis interprets the object or happening.
- **Paragraph 5, IMPLICATIONS:** Identify how the interpretation of the character mentioned in the thesis affects his or her subsequent actions.
- **Paragraph 6, Conclusion:** Summarize and shed light on the evidence, commentary, and implications.

## **II. Essay Question: Who is to blame?**

**Your Task:** Review all the most intense moments of the play and investigate how the action boiled over to this crisis moment. You are the judge reconstructing the action of the play that led to two deaths, Romeo's and Juliet's. Your evaluation will determine whether someone will be investigated or arrested.

### **Suggested Organization of Essay Response:**

- **Paragraph 1, THESIS:** Identify three people involved in a chain of decisions that leads to a tragedy. Name the person most responsible for the tragedy.
- **Paragraph 2, KEY ACTIONS:** Identify the key actions people chose, one after the other, that result in the tragedy, and explain how their choices affected the result.
- **Paragraph 3, CRISIS MOMENTS:** Determine how each of these actions leads to a crisis moment or perhaps even a crime.
- **Paragraph 4, THE SCALE:** Create a scale of blame: Whose actions are most culpable? Whose are least culpable? (For example, first-, second-, and third-degree murder, based on premeditation or accidental circumstances.)
- **Paragraph 5, CONCLUSION:** Summarize and shed light on the key actions, crisis moments, and the scale; name the person who is most blameworthy.

## **III. Essay Question: Can good lead to bad? Can bad lead to good?**

### **Your task:**

*Virtue itself turns vice, being misapplied,  
And Vice sometimes by action dignified.  
Within the infant rind of this weak flower  
Poison hath residence, and medicine power.*

Friar Laurence's soliloquy in act 2, scene 3 discusses how good can become evil when it is badly used, and evil can sometimes be made good by the right action. Write a response in which you provide at least three clear examples of evil turning to good or good turning to evil in the play and explain how this transformation affects the turn of events.

**SUMMATIVE ASSESSMENT SCORING RUBRIC**

	<b>Score Point 6</b>	<b>Score Point 5</b>	<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>
<b>Analysis of author's choices (9-10.R.L.5)</b>	Insightful consideration of author's choices, richly supported with textual evidence	Strong consideration of author's choices, supported with textual evidence	Acceptable consideration of author's choices, inconsistently supported with textual evidence	Weak consideration of author's choices, which may not be supported with textual evidence	Poor consideration of author's choices, not supported with textual evidence	No consideration of author's choices, unsupported with textual evidence
<b>Analysis of character development (9-10.R.L.3)</b>	Insightful consideration of character motivation and interactions with others, richly supported with textual evidence	Strong consideration of character motivation and interactions with others, supported with textual evidence	Acceptable consideration of character motivation and interactions with others, inconsistently supported with textual evidence	Weak consideration of character motivation and interactions with others, may not be supported with textual evidence	Poor consideration of character motivation and interactions with others, not supported with textual evidence	No (or inaccurate/irrelevant) consideration of character motivation and interactions, unsupported with textual evidence
<b>Analysis of theme or central idea of a text (9-10.R.L.3)</b>	Rich, thorough development of the theme, replete with relevant supporting details, and textual evidence	Strong development of the theme, including supporting details, and textual evidence	Acceptable development of the theme, including some supporting details, and textual evidence	Limited development of the theme, supporting details and textual evidence are sparse and/or irrelevant	Poor development of the theme, supporting details and textual evidence are limited, superficial or lacking	Theme is underdeveloped, supporting evidence and textual evidence are insignificant or lacking entirely
<b>Organized introduction of precise claims (9-10.W.1a)</b>	Clear, articulate introduction of claims distinguished from one another	Acceptable, articulate introduction of claims, generally distinguished from others	Moderate introduction of claims, somewhat distinguished from others	Inarticulate introduction of claims, not well distinguished from one another	Weak introduction of claim(s), indistinguishable from one another if more than one	No clear claims are introduced
<b>Citation of textual evidence in support of analysis (9-10.R.L.1)</b>	Exemplary integration of relevant textual evidence	Strong integration of relevant textual evidence	Acceptable integration of textual evidence	Limited integration of textual evidence or selection inferior textual evidence	Poor development of the topic; supporting facts, details, and textual evidence are limited, superficial, or lacking	Topic is underdeveloped; supporting facts, details, and textual evidence are insignificant or lacking entirely
<b>Command of Standard English (9-10.L.2)</b>	Free of most mistakes in capitalization, punctuation, and spelling	Generally free of mistakes in capitalization, punctuation, and spelling	Contains some mistakes in capitalization, punctuation, and spelling	Contains many mistakes in capitalization, punctuation, and spelling	Contains frequent mistakes in capitalization, punctuation, and spelling	capitalization, punctuation, and spelling are so poor, they interfere with meaning

<b>Subject(s)</b>	English language arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Analyzing and Using Varied Crafts and Structures (Unit 5)
<b>Unit Type(s)</b>	X Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	12 instructional days (four curricular weeks)

#### Overarching Standards (OS)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.L.10)

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.I.10)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

#### Priority Standards: CCSS

Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). (9-10.R.L.7)

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.R.I.5)

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (9-10.L.1)

Use parallel structure. (9-10.L.1a)

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (9-10.L.1b)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). (9-10.L.4b)

### Supporting Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (9-10.R.L.9)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.I.T.6)

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (9-10.I.T.7)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (9-10.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (9-10.W.3b)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (9-10.W.3c)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (9-10.W.3e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)



Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Spell correctly. (9-10.L.2c)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)

## Unwrapped Priority Standards

<b>Skills</b> <i>What must students do?</i>	<b>Concepts</b> <i>What must students know?</i>	<b>Bloom's Taxonomy Levels</b>
ANALYZE	Representation of a subject/scene in two different artistic mediums: <ul style="list-style-type: none"> <li>• What is emphasized?</li> <li>• What is absent?</li> </ul>	4
ANALYZE	How an author's ideas/claims are developed or refined by: <ul style="list-style-type: none"> <li>• Sentences</li> <li>• Paragraphs</li> <li>• Larger portions of text (i.e. chapter)</li> </ul>	4
DEMONSTRATE	Command of Standard English <ul style="list-style-type: none"> <li>• In writing</li> <li>• While speaking</li> </ul>	6
USE	Parallel structure	3
USE	Various types of phrases: <ul style="list-style-type: none"> <li>• Noun</li> <li>• Verb</li> <li>• Adjectival</li> <li>• Adverbial</li> <li>• Participial</li> <li>• Prepositional</li> <li>• Absolute</li> </ul> Various types of clauses: <ul style="list-style-type: none"> <li>• Independent</li> <li>• Dependent</li> <li>• Noun</li> <li>• Relative</li> <li>• adverbial</li> </ul> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> <ul style="list-style-type: none"> <li>• To convey specific meaning</li> <li>• To add variety</li> <li>• To add interest</li> </ul> </div>	3
DETERMINE or CLARIFY	Meaning of: <ul style="list-style-type: none"> <li>• unknown words/phrases</li> <li>• multiple-meaning words/phrases</li> </ul>	2
IDENTIFY and USE	Patterns of word changes that indicate: <ul style="list-style-type: none"> <li>• different meanings</li> <li>• different parts of speech</li> </ul> (e.g. analyze, analysis, analytical)	5

### Essential Questions

1. What are the advantages of each type of artistic media and how do we use artistic media to express our thoughts and ideas?
2. How do we determine the author's position based on how he develops his ideas through sentences and paragraphs?
3. How do I use complex grammatical structures to express my ideas clearly and effectively?

**Standardized Assessment Correlations  
(State, College and Career)**

**Expectations for Learning (in development)**

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

**Resources**

“The Veldt,” by Ray Bradbury  
 “The Shawl,” by Louise Erdrich  
 “Catch the Moon,” by Judith Ortiz Cofer  
 “The Ambush,” by Tim O’Brien  
 “Scars,” by Sarah Beth Martin  
 “The Bet,” by Anton Chekov  
 “The Most Dangerous Game,” by Richard Connell  
 “The White Circle,” by John Bell Clayton

**Vocabulary**

capital punishment	platoon	veldt	neurosis	rubles	emphatically
solitary confinement	tranquilizer	sonic	dismay	derisively	parasite
foddering	pendulum	pommel	callous	conspicuous	confidentially
commemorate	demented	vexed	unwieldy	falsestto	mimicry
decapitate	palpable	relic	lacerated	disarming	affable
ennui	agility	placid			

<b>Points of Emphasis</b>	<b>Standards Addressed</b>
<p><b>“The Veldt,” by Ray Bradbury</b></p> <p><b>Focus Points:</b></p> <ul style="list-style-type: none"> <li>• Conflict: man vs. technology</li> <li>• Theme: technology’s effects on human interactions</li> <li>• Techniques: imagery, foreshadowing</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• What is your reaction to this story?</li> <li>• How do the parents in this story deal with their mechanized environment? Do the children react differently?</li> <li>• How does the psychologist explain the children’s relationship with their nursery? Do you think his explanation is realistic?</li> <li>• Why did the children react so hysterically when Mr. Hadley shut</li> </ul>	<p><b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (9-10.L.1)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p>

<p>down the house?</p> <ul style="list-style-type: none"> <li>How does Bradbury help the reader anticipate the end of the story? How does the story maintain your interest even if you guessed the outcome beforehand?</li> </ul>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)</p>
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<b>Points of Emphasis</b>	<b>Standards Addressed</b>
<p><b>"The Stone Boy," by Gena Berriault</b></p> <p><b>Focus Points:</b></p> <ul style="list-style-type: none"> <li>Theme: Responsibility of adults in crisis;</li> <li>the grieving process, isolation, trauma, sibling relationships</li> <li>Technique: multiple points of view, tone, dialogue, imagery, symbolism</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>Describe the narrator's tone as the shooting of Eugie occurs.</li> <li>How do the events surrounding Eugie's death lead to Arnold becoming a "stone boy."</li> <li>Refer to the scene when Arnold is standing naked outside his mother's bedroom. Why is he naked, and what is he seeking from his mother?</li> </ul>	<p><b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (9-10.L.1)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p>

<ul style="list-style-type: none"> <li>• How does the “breakfast scene” at the end of the story illustrate a change in Arnold’s parents? Select a quote from this passage that supports your claim.</li> <li>• What is your reaction to the story’s last line, “Then he went out the door and out the back steps, his legs trembling from the fright his answer gave him.” How does this confirm that he is in fact a “stone boy”?</li> </ul>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)</p>
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Points of Emphasis	Standards Addressed
<p><b>“Catch the Moon,” by Judith Ortiz Cofer</b></p> <p><b>Focus Points:</b></p> <ul style="list-style-type: none"> <li>• Theme: Coming of Age</li> <li>• Techniques: symbolism (hubcap) and title</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• Select one of the following passages from the short story. Use the 5 Interpretation Focus Questions to help plan and organize your response. This part of the assignment will be done in class. You may use the space provided below.</li> </ul> <p><b>A. “He was the ‘Son’ of Jorgen Cintron &amp; Son, and so far his father has had more than one reason to wish it was plain</b></p>	<p><b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (9-10.L.1)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection,</p>

<p><b>Jorge Cintron on the sign.”</b></p> <p><b>B. “It was then that Luis suddenly noticed how gray his hair had turned—it used to be shiny and black like his own—and that there were deep lines in his face.”</b></p> <p><b>C. “Naomi ran to the window and drew the curtains aside while Luis held on to the thick branch and waited to give her the first good thing he had given anyone in a long time.”</b></p> <ul style="list-style-type: none"> <li>Identify two symbols in the short story. Develop an interpretation of what these symbols represent. Use evidence from the story to support your interpretation.</li> <li>How does the main character, Luis, change from the beginning of the story to the end? What do you think causes this change? Provide evidence from the story to support your response.</li> </ul>	<p>and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)</p>
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<b>Points of Emphasis</b>	<b>Standards Addressed</b>
<p><b>“The Ambush,” by Tim O’Brien</b></p> <p><b>Focus Points:</b></p> <ul style="list-style-type: none"> <li>Theme: Post Traumatic Stress</li> <li>Conflict: Man vs. self</li> <li>Techniques: imagery and title</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>Recall an event from your experience that you wish had ended differently. In a brief paragraph write the ending that you wish had taken place.</li> <li>At the beginning of the story, the narrator does not want to answer his daughter’s question. Why does he</li> </ul>	<p><b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (9-10.L.1)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)</p>

<p>hope that she will ask him again when she is older?</p> <ul style="list-style-type: none"> <li>• What kind of atmosphere, or mood, does the story’s setting help create?</li> <li>• Just as the grenade was about to land, the narrator realized that he had made a mistake. How does he explain his action? What internal conflict did he face after the incident occurred?</li> <li>• The title refers to the narrator’s “ambush” of his unsuspecting enemy. How does he explain his action? What internal conflict did he face after the incident occurred? How did his fellow soldier, Kiowa, try to justify the action?</li> <li>• The title refers to the narrator’s “ambush” of his unsuspecting enemy. How does the ending suggest that, long after the episode, the young man would, in a sense, “ambush” the narrator?</li> <li>• Sometimes one or two key passages will point the way to the theme. In O’Brien’s story, the narrator says: “I did not hate the young man; I did not see him as the enemy; I did not ponder issues of morality or politics or military duty.</li> </ul>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)</p>
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<b>Points of Emphasis</b>	<b>Standards Addressed</b>
<p><b>“Scars,” by Sarah Beth Martin</b></p> <p><b>Focus Points:</b></p> <ul style="list-style-type: none"> <li>• Techniques: imagery and symbolism (pumpkin and painting)</li> <li>• Theme: Influences on identity formation, and coming of age</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• What does this story say about people in general?</li> <li>• How successful was the author in</li> </ul>	<p><b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (9-10.L.1)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p>

<p>creating a good piece of literature? Use examples from the story to explain your thinking.</p> <ul style="list-style-type: none"> <li>• How does the author's use of imagery, add to our understanding of the story?</li> </ul>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)</p>
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Points of Emphasis	Standards Addressed
<p><b>"The Bet," by Anton Chekov</b></p> <p><b>Focus Points:</b></p> <ul style="list-style-type: none"> <li>• Theme: Morality</li> <li>• Conflict: Knowledge/Ideas vs. Wealth/Materialism</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• In your opinion, explain who you think won the bet? What makes you think so? Support your response with details from the story.</li> <li>• Think about the main characters in</li> </ul>	<p><b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (9-10.L.1)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p>



<p>the story, the lawyer and the banker. How are they similar and different?</p> <ul style="list-style-type: none"> <li>• How is the theme of morality illustrated in the story?</li> </ul>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)</p>
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<b>Points of Emphasis</b>	<b>Standards Addressed</b>
<p><b>“The Most Dangerous Game,” by Richard Connell</b></p> <p><b>Focus Points:</b></p> <ul style="list-style-type: none"> <li>• Theme: Morality</li> <li>• Author’s Craft: imagery, mood, tone, foreshadowing, plot twist, irony, title</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• How successful was the author in creating a good piece of literature? Use examples from the story to support your response.</li> <li>• Identify several literary devices the</li> </ul>	<p><b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (9-10.L.1)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Write narratives to develop real or imagined experiences or events using</p>

<p>author uses in the story to build suspense for his audience.</p> <ul style="list-style-type: none"> <li>• Explain the significance of the title, “The Most Dangerous Game”.</li> <li>• How does the setting of the story influence the conflict between Ransford and Zaroff?</li> </ul>	<p>effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)</p>
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<b>Points of Emphasis</b>	<b>Standards Addressed</b>
<p><b>“The White Circle” by John Bell Clayton</b></p> <p><b>Focus Points:</b></p> <ul style="list-style-type: none"> <li>• Theme: Nature vs. Nurture</li> <li>• Character development</li> <li>• Making Inferences</li> </ul> <p><b>Possible journal prompts/discussion points:</b></p> <ul style="list-style-type: none"> <li>• You’ve just read John Bell Clayton’s “The White Circle” and the poem, “A Poison Tree”. Consider the characters’ motives (intentions) and the themes in both works. Write a response in which you make a</li> </ul>	<p><b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (9-10.L.1)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.R.L.5)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event</p>

<p>thematic and/or character connection between the poem and the short story. Remember, you want your response to be balanced, so make sure you use evidence from both works.</p> <ul style="list-style-type: none"> <li>• “I was lying there with a homicidal detestation planning to kill Anvil- and the thought of it had a sweetness like summer fruit.” Explain what you think the quotation means as it relates to elements of the story such as character or theme.</li> <li>• How is each boy influenced by his upbringing?</li> <li>• For which of the two characters did you find yourself feeling the most sympathy? Pick out a significant passage from the text that helps put you in this boy’s corner.</li> </ul>	<p>sequences. (9-10.W.3)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p> <p>Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)</p>
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## Daily Participation Rubric

Meant to measure progress toward **priority** and supporting standards:

<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p>	<p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Student Name</b>	<b>Directed Notes taken; response assignment completed (9-10.S.L.1a)</b>	<b><u>Volunteers</u> participation in analytical discussion (9-10.S.L.1)</b>	<b>Speaks clearly, fluently articulating ideas (9-10.S.L.6)</b>	<b>Cites textual evidence in responding (9-10.S.L.1a)</b>	<b>Responds to peer opinion through development or dissent (9-10.S.L.1d)</b>	<b>Total Points (out of 10)</b>
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of the unit.

## Vocabulary Assessment (Possible Format)

### Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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**Pre-assessment format example**

\_\_\_\_\_ 1. Demean  
 "My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys." (Sedaris 46)

a. request a favor of    b. publicly compliment    c. embarrass intentionally    d. cause bodily injury to

<b>Definition:</b>	<b>Part of Speech:</b>	<b>Synonym:</b>	<b>Antonym:</b>

**Sentence:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
  - Using words in a sentence
  - Identifying pictures with vocabulary words
  - Answering situational questions (ex: the narrator of "Last Rung on the Ladder" from Unit 1 might use which of this unit's vocabulary words to describe Larry? Justify your answer.)

## Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	<b>0 points earned</b>	<b>1 point earned</b>	<b>2 points earned</b>
<b>Command of Standard English (9-10.L.2)</b>	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
<b>Correct spelling (9-10.L.2c)</b>	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
<b>Use of textual evidence (9-10.R.L.1)</b>	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
<b>Cultivation of clarity and coherence (9-10.W.4)</b>	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- a. By students to self-evaluate
- b. By students to peer-evaluate
- c. By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

### **Summative Assessment**

Short term: CAPT Response to Literature format (four questions) scored with the CAPT Response to Literature rubric, using one of:

- “The Bet”
- “Scars”
- “Catch the Moon”

<b>Subject(s)</b>	English language arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Connecting and Integrating Knowledge and Ideas (Unit 6)
<b>Unit Type(s)</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	18 instructional days (six curricular weeks)

#### Overarching Standards (OS)

**By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.L.10)**

**By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.I.10)**

**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)**

**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)**

#### Priority Standards: CCSS

**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (9-10.S.L.2)**

#### Supporting Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). (9-10.R.L.7)

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (9-10.R.L.9)



Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (9-10.I.T.7)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.I.T.8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (9-10.W.1b)

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (9-10.W.1c)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d)

Provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.1e)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (9-10.W.2b)

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (9-10.W.2c)

Use precise language and domain-specific vocabulary to manage the complexity of the topic. (9-10.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)

Provide a concluding statement or section that follows from and supports the information or explanation

presented (e.g., articulating implications or the significance of the topic). (9-10.W.2f)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (9-10.W.5)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.W.8)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)

Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). (9-10.W.9a)

Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). (9-10.W.9b)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of

the evidence and reasoning presented. (9-10.S.L.1d)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9-10.S.L.5)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.S.L.6)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)

Use parallel structure. (9-10.L.1a)

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (9-10.L.1b)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Use a colon to introduce a list or quotation. (9-10.L.2b)

Spell correctly. (9-10.L.2c)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (9-10.L.3)

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type. (9-10.L.3a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). (9-10.L.4b)

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

and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

## Unwrapped Priority Standards

<b>Skills</b> <i>What must students <b>do</b>?</i>	<b>Concepts</b> <i>What must students <b>know</b>?</i>	<b>Bloom's Taxonomy Levels</b>
INTEGRATE	multiple sources of information presented in diverse media or formats	5
EVALUATE	credibility and accuracy of each source	

### Essential Questions

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### Standardized Assessment Correlations (State, College and Career)

#### Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

### Resources

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### Vocabulary

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<b>Subject(s)</b>	English language arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Extending Ideas and Presenting Meaning (Unit 7)
<b>Unit Type(s)</b>	<input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	18 instructional days (six curricular weeks)

#### Overarching Standards (OS)

**By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.L.10)**

**By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (10.R.I.10)**

**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)**

**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)**

#### Priority Standards: CCSS

**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.W.8)**

**Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)**

**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9-10.S.L.5)**

**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (9-10.L.3)**

**Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Style Manual for Writers*) appropriate for the discipline and writing type. (9-10.L.3a)**

### Supporting Standards: CCSS

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.R.L.4)

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). (9-10.R.L.7)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.I.T.1)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.I.T.4)

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.I.T.8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (9-10.W.1a)

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (9-10.W.1b)

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (9-10.W.1c)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d)

Provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.1e)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (9-10.W.2a)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (9-10.W.2b)

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (9-10.W.2c)

Use precise language and domain-specific vocabulary to manage the complexity of the topic. (9-10.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.2e)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2f)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)

Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). (9-10.W.9a)

Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). (9-10.W.9b)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (9-10.S.L.3)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)

Use parallel structure. (9-10.L.1a)

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (9-10.L.1b)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Use a colon to introduce a list or quotation. (9-10.L.2b)

Spell correctly. (9-10.L.2c)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). (9-10.L.4b)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)



Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

Analyze nuances in the meaning of words with similar denotations. (9-10.L.5b)

## Unwrapped Priority Standards

<b>Skills</b> <i>What must students <b>do</b>?</i>	<b>Concepts</b> <i>What must students <b>know</b>?</i>	<b>Bloom's Taxonomy Levels</b>
GATHER  ASSESS  INTEGRATE	Relevant information from multiple sources: <ul style="list-style-type: none"> <li>• Digital</li> <li>• Print</li> </ul> Usefulness of each source in answering the research question  Information into the text to: <ul style="list-style-type: none"> <li>• Maintain flow of ideas</li> <li>• Avoid plagiarism</li> <li>• Follow a standard for citation</li> </ul>	5
PRESENT	Information } Findings } Evidence } <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;">Clearly, concisely, and logically</div> So listeners can follow the line of reasoning So it's appropriate to purpose, audience, task	5
MAKE STRATEGIC USE	Of digital media in presentations to: <ul style="list-style-type: none"> <li>• Enhance understanding</li> <li>• Add to interest</li> </ul>	5
APPLY	Knowledge of language to: <ul style="list-style-type: none"> <li>• Understand how language functions in different contexts</li> <li>• Make effective choices for meaning or style</li> <li>• Comprehend more fully when reading or listening</li> </ul>	5
WRITE & EDIT	Work so that it conforms to guidelines in a style manual	4

### Essential Questions

1. What are the advantages of various types of media in conveying an idea or theme?
2. How can my choice of media influence my ability to present information or arguments?

**Standardized Assessment Correlations  
(State, College and Career)**

**Expectations for Learning (in development)**

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

**Resources:**

*The Grapes of Wrath*, by John Steinbeck

**Vocabulary:**

perplexity	reassured	declivity	prodigal	ensnared	inquiringly	cantankerous
truculently	obligation	mincing	lithely	lecherous	imperturbable	apprehension
taut	demure	assailed	fatuously	vitality	provocatively	panoramically
receded	timbre	modulated	sulkily	serene	vivaciousness	accoutrements
insignia	proprietor	concession	ostracism	lingered	pinnacles	imperiously
exhortation	feral	nebulous	sauntered	aloof	nondescript	disconsolate
conquest	paradoxes	agitators	contrite	skulk	menacingly	defiantly
precious	engagingly	fret	irritably	pall	putrescence	denunciation
forlornly	wizened	emerged	ravenous	cynically	culvert	obscured
lusterless	engulfed	conserved	precinct	fetid	vague	

Points of Emphasis	Standards Addressed
<p>Chapters 1-5.....pages 3-53</p> <p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Theme</li> <li>• Author’s Craft</li> <li>• Symbolism</li> <li>• Characterization</li> </ul> <p><b>Possible prompts for journal/discussion:</b></p> <ul style="list-style-type: none"> <li>• How does the Oklahoma landscape shape the lives of the people who live in it? How does your own landscape shape your lives?</li> <li>• What developing theme is illustrated by the following quote from chapter 1?: “Women...knew deep in themselves that no misfortune was too great to bear if their men were whole.”</li> <li>• Why would Steinbeck weave general chapters—often called “interchapters”—with the Joad story? Is the alternation consistent, or are there deviations?</li> <li>• The turtle in chapter 3 is often interpreted as a parable or symbol. What symbolic meaning can you make of the turtle vignette?</li> <li>• What contrast in character exists between Jim Casy and Tom Joad?</li> <li>• If Steinbeck has created Jim Casey as a Christ-figure, what, besides his preaching, points to it?</li> </ul>	<p><b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</b></p> <p><b>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Style Manual for Writers</i>) appropriate for the discipline and writing type. (9-10.L.3a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) (9-10.I.T.1)</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). (9-10.R.L.7)</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d) (9-10.W.2e)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)</p>

	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p>
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Points of Emphasis	Standards Addressed
<p>Chapters 6-9.....pages 54-121</p> <p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>• Protagonist</li> <li>• Irony</li> <li>• Author's Craft</li> <li>• Character Development</li> <li>• Point-of-view</li> <li>• Metaphor</li> <li>• Author's Intent</li> </ul> <p><b>Possible prompts for journal/discussion:</b></p> <ul style="list-style-type: none"> <li>• What philosophical ideas about killing and prison does Tom struggle with?</li> <li>• What is ironic about Tom's reaction to the arrival of the men who are trying to keep people off the land?</li> <li>• What is the purpose of the chapter on used-car lots and salesmen?</li> <li>• If the small interchapters present generalizations about life and reinforce themes, what do the larger narrative chapters represent?</li> <li>• How would you describe the character of Ma?</li> </ul>	<p><b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</b></p> <p><b>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Style Manual for Writers</i>) appropriate for the discipline and writing type. (9-10.L.3a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) (9-10.I.T.1)</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). (9-10.R.L.7)</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d) (9-10.W.2e)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)</p>

<ul style="list-style-type: none"> <li>• From what point-of-view is this story told? What effect does Steinbeck accomplish with this perspective?</li> <li>• What literary term is used in the following phrase from chapter 9?: "...a packet of bitterness to grow in your house and to flower, some day"</li> <li>• At times, Steinbeck seems to be preaching and/or predicting a socialist revolution. What pieces of text signify this idea in this section?</li> </ul>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p>
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Points of Emphasis	Standards Addressed
<p>Chapters 10-13.....pages 122-203</p> <p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>• Antagonist</li> <li>• Metaphor</li> <li>• Protagonist/Hero</li> <li>• Theme</li> <li>• Author's Intent</li> </ul> <p><b>Possible prompts for journal/discussion:</b></p> <ul style="list-style-type: none"> <li>• Find evidence from this section to support the idea that this story takes place within a culture bound by strict family and gender roles and restrictions.</li> <li>• What contrast does Steinbeck draw between land that is lived on and farmed and land that is farmed on a tractor by an absentee driver?</li> <li>• Who (or what) is the antagonist in this novel?</li> <li>• Find textual evidence to support the claim that Steinbeck characterizes Ma as a developing hero in this story.</li> <li>• What literary term would describe the explanation Casy gives about the Gila monster? Explain what it means.</li> <li>• What point is Casy making when he says, "An Grampa didn' die tonight. He died the minute you took 'im off the place"?</li> <li>• Examine conversations between the Joads and the Wilsons. What comment about people and relationships is Steinbeck making?</li> <li>• Do you suppose it is a peaceful or a violent revolution that Steinbeck envisions when he describes the poor uniting?</li> </ul>	<p><b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</b></p> <p><b>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Style Manual for Writers</i>) appropriate for the discipline and writing type. (9-10.L.3a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) (9-10.I.T.1)</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). (9-10.R.L.7)</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d) (9-10.W.2e)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)</p>

	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p>
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Points of Emphasis	Standards Addressed
<p>Chapters 14-17.....pages 204-273</p> <p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>• Theme /Moral</li> <li>• Figurative Language</li> <li>• Character Development</li> </ul> <p><b>Possible prompts for journal/discussion:</b></p> <ul style="list-style-type: none"> <li>• Explain Steinbeck’s point in the following statement from chapter 14: “...the quality of owning freezes you forever into ‘I,’ and cuts you off forever from the ‘we.’”</li> <li>• What lesson is learned by examining the interaction among Mae, the man wanting to buy bread, and the truck drivers?</li> <li>• How does Steinbeck make the reader see the landscape in a new way by comparing it to something else?</li> <li>• How does Steinbeck use figurative language, such as imagery, simile and metaphor, to help you visualize and experience events and emotions in these chapters? Provide two or three</li> </ul>	<p><b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</b></p> <p><b>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Style Manual for Writers</i>) appropriate for the discipline and writing type. (9-10.L.3a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) (9-10.I.T.1)</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). (9-10.R.L.7)</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d) (9-10.W.2e)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations</p>

<p>examples of figurative language, and explain its effect.</p> <ul style="list-style-type: none"> <li>• Comment on the power structure within the Joad family, as well as changes taking place within it.</li> <li>• How do Ma's actions reinforce Casey's philosophy about the brotherhood of man?</li> <li>• How are the migrant workers' perception of themselves evolving?</li> </ul>	<p>for writing types are defined in standards 1–3 above.) (9-10.W.4)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p>
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Points of Emphasis	Standards Addressed
<p>Chapters 18-19.....pages 274-326</p> <p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>• Symbolism</li> </ul>	<p><b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</b></p> <p><b>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Style Manual for Writers</i>) appropriate for</b></p>



**Possible prompts for journal/discussion:**

- Think about what California represents to the Joads. Select three quotes that will help examine the Joads' views of California.
- Contrast the Joads' image of CA with the stories of the men who have been there.
- What is Steinbeck's point about the fellow with the million acres?
- What is Ma's reaction when the deputy calls her an "Okie"? Why does she react in this way?
- "Repression works only to strengthen and knit the repressed"(324) Explain what the quote means as it relates to theme in the story. Then, apply this quote to problems in today's society.

**the discipline and writing type. (9-10.L.3a)**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) (9-10.I.T.1)

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). (9-10.R.L.7)

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d) (9-10.W.2e)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)

Demonstrate command of the conventions of standard English capitalization,

	<p>punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p>
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<b>Points of Emphasis</b>	<b>Standards Addressed</b>
<p>Chapters 20-21.....pages 327-388</p> <p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>● Character Development</li> <li>● Quote Explication</li> <li>● Thematic Connections</li> <li>● Exploring Conflict</li> </ul> <p><b>Possible prompts for journal/discussion:</b></p> <ul style="list-style-type: none"> <li>● Choose one of the Joad characters from the previous chapters. How has this character changed? How has the death or departure of other Joad characters affected this character?</li> <li>● What's Casey mean when he says "They's army of us without no harness"? (340)</li> <li>● How does the hostility directed towards the migrants change them and bring them together?</li> <li>●</li> </ul>	<p><b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</b></p> <p><b>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Style Manual for Writers</i>) appropriate for the discipline and writing type. (9-10.L.3a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) (9-10.I.T.1)</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). (9-10.R.L.7)</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d) (9-10.W.2e)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)</p>

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Points of Emphasis	Standards Addressed
<p>Chapters 22-24.....pages 389--451</p> <p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>• Examination of Conflict</li> <li>• Social Issues in the 1930's</li> <li>• Irony</li> <li>• Quote Explication</li> </ul> <p><b>Possible prompts for journal/discussion:</b></p> <ul style="list-style-type: none"> <li>• What danger does the Weed Patch Camp represent to the owners?</li> <li>• Why are the camp residents so set against charity?</li> <li>• What is the ethical problem facing each migrant worker who is offered a lower than average wage or lower than livable wage?</li> <li>• Find the irony in the tubby man's statement: "This here's the United States, not California".</li> </ul>	<p><b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</b></p> <p><b>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Style Manual for Writers</i>) appropriate for the discipline and writing type. (9-10.L.3a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) (9-10.I.T.1)</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). (9-10.R.L.7)</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d) (9-10.W.2e)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)</p>

	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p>
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Points of Emphasis	Standards Addressed
<p>Chapters 25-26.....pages 473-553</p> <p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>● Characterization</li> <li>● Drawing conclusions</li> <li>● Quote Analysis</li> </ul> <p><b>Possible prompts for journal/discussion:</b></p> <ul style="list-style-type: none"> <li>● This chapter concludes, “In the souls of the people the grapes of wrath are filling and growing heavy, growing heavy for the vintage.” What is causing this great anger among the people?</li> <li>● Will the novel end on a tragic or comic note? Make a prediction about any particular tragedy or triumph for a main character.</li> <li>● What details about Tom’s character could have caused readers to predict that he would respond to Casy’s death the way he does?</li> </ul>	<p><b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</b></p> <p><b>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Style Manual for Writers</i>) appropriate for the discipline and writing type. (9-10.L.3a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) (9-10.I.T.1)</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). (9-10.R.L.7)</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d) (9-10.W.2e)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations</p>

	<p>for writing types are defined in standards 1–3 above.) (9-10.W.4)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p>
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Points of Emphasis	Standards Addressed
<p>Chapters 27-end.....pages 554-619</p> <p><b>Focal Points:</b></p> <ul style="list-style-type: none"> <li>• Analysis of theme</li> <li>• Symbolism</li> </ul>	<p><b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</b></p> <p><b>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Style Manual for Writers</i>) appropriate for</b></p>

<ul style="list-style-type: none"> <li>Quote analysis</li> </ul> <p><b>Possible prompts for journal/discussion:</b></p> <ul style="list-style-type: none"> <li>Ma asks Tom how she is going to know what has happened to him once he leaves. His response is the most famous speech in the book. What makes it such an important speech, and what change does it mark in Tom?</li> <li>Pa says, “Woman takin’ over the fambly...an’ I don’ even care.” What is Ma’s response?</li> <li>In the next-to-last paragraph in this chapter, the women watch the men to see if they are going to remain strong or break. Where have we seen this in the story before? How is this effect of weather ironic?</li> <li>In the context of this story, what does the mysterious smile on Rose of Sharon’s lips seem to suggest?</li> <li><b>The American Dream:</b> Grampa says: “Gonna get me a whole big bunch a grapes off a bush, or whatever, an’ I’m gonna squash ‘em on my face an’ let ‘em run offen my chin”- What are “the grapes of wrath” in Steinbeck’s novel?</li> <li>What do you make of Steinbeck’s repeated references to clouds throughout the last chapter?</li> </ul>	<p><b>the discipline and writing type. (9-10.L.3a)</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1) (9-10.I.T.1)</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). (9-10.R.L.7)</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (9-10.W.1d) (9-10.W.2e)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (9-10.W.4)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.W.7)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1)</p> <p>Demonstrate command of the conventions of standard English capitalization,</p>
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	<p>punctuation, and spelling when writing. (9-10.L.2)</p> <p>Spell correctly. (9-10.L.2c)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)</p>
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### Daily Participation Rubric

Meant to measure progress toward **priority** and supporting standards:

<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.S.L.1)</b></p>	<p><b>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)</b></p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (9-10.S.L.1b)</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (9-10.S.L.1d)</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) (9-10.S.L.6)</p>
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Section: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Student Name</b>	<b>Directed Notes taken; response assignment completed (9-10.S.L.1a)</b>	<b><u>Volunteers</u> participation in analytical discussion (9-10.S.L.1)</b>	<b>Speaks clearly, fluently articulating ideas (9-10.S.L.6)</b>	<b>Cites textual evidence in responding (9-10.S.L.1a)</b>	<b>Responds to peer opinion through development or dissent (9-10.S.L.1d)</b>	<b>Total Points (out of 10)</b>
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						
Student G						
Student H						
Student I						
Student J						
Student K						
Student L						
Student M						
Student N						
Student O						
Student P						
Student Q						
Student R						
Student S						

This rubric would be kept daily by teachers during this unit. The class roster would appear in the first column. Students could earn 10 points each day, two points in each category. Maintenance of this daily rubric would allow teachers and students alike to track progress towards mastery of the five standards listed above throughout the duration of the unit.

## Vocabulary Assessment (Possible Format)

Pre-assessment:

- List of contextual vocabulary culled from all informational texts to be studied
- Format simply multiple choice definition with space left for a sentence, part of speech, synonym, antonym (see example below)
- Students will answer the multiple choice element for the pre-test. It will be scored and recorded, but not counted toward the final grade.
- Pre-assessment papers will then be used for the duration of the unit, with students filling in the details (part of speech, synonym, antonym, sentence, etc.) as the unit progresses...may be periodically progress-checked, after direct instruction or homework, for movement towards mastery of specific standards:

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (9-10.L.4)</p>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)</p>	<p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (9-10.L.4c)</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (9-10.L.4d)</p>
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### ***Pre-assessment format example***

\_\_\_\_\_ 1. DEMEAN

"My intention was never to demean her, rather to get her to notice me in a sea of seemingly identical, swim-suit clad teenage boys." (Sedaris 46)

a. request a favor of    b. publicly compliment    c. embarrass intentionally    d. cause bodily injury to

<p><b>Definition:</b></p>	<p><b>Part of Speech:</b></p>	<p><b>Synonym:</b></p>	<p><b>Antonym:</b></p>
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**Sentence:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Post-assessment:

- Students will have to recall definitions/synonyms/antonyms.
- Students will have to apply understanding of vocabulary through a variety of question formats:
  - Using words in a sentence
  - Identifying pictures with vocabulary words
  - Answering situational questions (ex: the narrator of "Last Rung on the Ladder" from Unit 1 might use which of this unit's vocabulary words to describe Larry? Justify your answer.)

## Journal Response Rubric (Possible Format)

Meant to measure progress toward mastery of **priority** and supporting standards

<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)
	Spell correctly. (9-10.L.2c)		

	<b>0 points earned</b>	<b>1 point earned</b>	<b>2 points earned</b>
<b>Command of Standard English (9-10.L.2)</b>	Numerous errors in capitalization and punctuation throughout	Few errors in capitalization and punctuation throughout	Nearly devoid of any errors in capitalization and punctuation
<b>Correct spelling (9-10.L.2c)</b>	Numerous spelling errors	Few spelling errors	Nearly devoid of spelling errors
<b>Use of textual evidence (9-10.R.L.1)</b>	No textual evidence cited	Little or irrelevant textual evidence cited	Ample, relevant textual evidence cited
<b>Cultivation of clarity and coherence (9-10.W.4)</b>	Poor organization; lack of clarity and coherence	Moderate organization; inconsistent clarity and coherence	Excellent organization; clarity and coherence are consistent

This simple scoring rubric could be used:

- By students to self-evaluate
- By students to peer-evaluate
- By teachers to evaluate student writing

Journal responses—particularly those prompting students to identify and analyze central ideas and themes, which requires extensive use of textual evidence—are a practical way for students to demonstrate understanding and critical thinking as well as to generate in-class discussion throughout this unit.

## Summative Assessment

Meant to measure progress towards mastery of **priority** and supporting standards:

<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10.S.L.4)</p>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence to add interest. (9-10.S.L.5)</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)</p>
		<p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (9-10.R.L.7)</p>
		<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.I.T.5)</p>

### The Prompt(s):

#### *Essay Question:*

**Your Task:** Identify one of the significant themes, characters, and symbols in the novel. As you read and annotate the text, select quotes and passages that relate to this theme, character, and symbol. Next, find two or more examples of Depression-era photographs, music, and/or poetry. Each of these artistic works should echo or illustrate the selected theme, character, and symbol. Explore and provide in-depth information on what is happening in each of the artistic disciplines you have chosen.

**Creating Your Prezi:** Once you've gathered textual evidence and your artistic works, you will create a Prezi. This presentation should be an analysis of your selected theme, character, and symbol. Cite one to two examples of strong and thorough textual evidence to support analysis of what the text says as it relates to theme, character, and symbol. Then, you will analyze and explain the connection between each of the literary elements and their corresponding artistic work.

Go to [www.Prezi.com](http://www.Prezi.com) and log in to your account. Follow tutorial to learn how to select different templates and enter your information.

#### Suggested Organization of Prezi:

- **Element #1:** Identify one of the major themes in the novel. Find one or two pieces of textual evidence from the novel that relates to this theme.
- **Element#2:** Find an artistic medium that illustrates or emphasizes this theme. Provide information on what is happening in the artistic medium (photograph, painting, song, poem).
- **Element #3:** Analyze and explain the connection between the selected passage(s) and the artistic medium as they relate to theme.
- **Repeat Elements:** #1-3 for character and symbol.

#### Examples artistic mediums:

- Photographs of rural farm workers, as in the work of Walker Evans and Dorothea Lange.
- Poetry, music, and paintings from the 1930's that capture the spirit or voice of this era as reflected in Steinbeck's novel.

## Summative Assessment Scoring Rubric

	<b>Score Point 6</b>	<b>Score Point 5</b>	<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>
<b>Organization of complex ideas, concepts, and information (9-10.S.L.4)</b>	Exemplary organization of ideas, concepts, and information	Strong organization of ideas, concepts, and information	Acceptable organization of ideas, concepts, and information with some lapses	Limited organization of ideas, concepts, and information	Little evidence of any organizational structure	Organization is essentially nonexistent; ideas, concepts, and information are presented at random
<b>Strategic use of digital media (9-10.S.L.5)</b>				Exemplary use of digital media	Acceptable use of digital media	Poor use of digital media
<b>Citation of textual evidence in support of analysis (9-10.R.L.1)</b>	Exemplary integration of relevant textual evidence	Strong integration of relevant textual evidence	Acceptable integration of textual evidence	Limited integration of textual evidence or selection inferior textual evidence	Poor development of the topic; supporting facts, details, and textual evidence are limited, superficial, or lacking	Topic is underdeveloped; supporting facts, details, and textual evidence are insignificant or lacking entirely
<b>Analysis of representation of subject in different artistic mediums, including what is emphasized in each treatment</b>	Exemplary of representation of subject in different artistic mediums, including what is emphasized in each treatment	Strong of representation of subject in different artistic mediums, including what is emphasized in each treatment	Acceptable representation of subject in different artistic mediums, moderate inclusion of what is emphasized in each treatment	Limited representation of subject in different artistic mediums, weak inclusion of what is emphasized in each treatment	Poor representation of subject in different artistic mediums, does not include what is emphasized in each treatment	Does not include a representation of subject in different artistic mediums
<b>Analysis of author's claim development (9-10.I.T.5)</b>	Rich, thorough analysis of the development of the author's claims, citing specific passages and quotations	Strong analysis of the development of the author's claims, citing specific passages and quotations	Acceptable analysis of the development of the author's claims, citing some specific passages and quotations	Limited analysis of the development of the author's claims, referencing rather than quoting passages and quotations	Poor analysis of the development of the author's claims, lacking citation of or reference to specific passages and quotations	No analysis of the development of the author's claims