

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Ourselves (Unit 1)
Unit Type(s)	X Skills-based <input type="checkbox"/> Thematic
Pacing	18 instructional days (six curricular weeks)

Overarching Standards (OS)
<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.L.10)</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.I.10)</p> <p>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 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p>

CCSS Priority Standards
<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11-12.W.3)</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11-12.W.3c)</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. (11-12.W.3d)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups,</p>

and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.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, including determining where the text leaves matters uncertain. (11-12.R.L.1)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.I.T.1)

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (11-12.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)

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. (11-12.S.L.1a)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Spell correctly. (11-12.L.2b)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (11-12.L.4b)

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). (11-12.L.4d)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
DETERMINE ANALYZE PROVIDE	two or more central themes or ideas of a text the development of central themes/ideas over the course of a text: <ul style="list-style-type: none"> • how they interact • how they build on one another an objective summary of the text	6
WRITE	narratives to develop experiences, using: <ul style="list-style-type: none"> • effective technique • well-chosen details • well-structured event sequences 	5
USE	a variety of techniques to sequence events so that they: <ul style="list-style-type: none"> • build on one another • create a coherent whole • build toward a particular tone and outcome 	5
USE	1. precise words and phrases 2. telling details 3. sensory language } <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 10px;"> To convey a vivid picture of experience, events, setting, characters </div>	4
INITIATE & PARTICIPATE IN BUILD EXPRESS	a range of collaborative discussions: <ul style="list-style-type: none"> • one-on-one • groups • teacher-led on the ideas of others one's own ideas clearly and persuasively	6
PROPEL ENSURE CLARIFY, VERIFY, or	conversations by: <ul style="list-style-type: none"> • posing questions • responding to questions } <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 10px;"> that probe reasoning and evidence </div> a hearing for a full range of positions ideas and conclusions	5

CHALLENGE		
PROMOTE	divergent and creative perspectives	

Essential Questions
<ol style="list-style-type: none"> 1. What narrative scheme does the author utilize to deliver the plots? 2. What themes does the author create in the narrative? 3. What techniques do writers employ to inform genre and establish, and how can I use them in my own work? 4. How are inclusive, productive discussions created, and what is my role in them?

Resources
<p>Occum, Samson "A Short Narrative of My Life"</p> <p>Edwards, Jonathon "Personal Narrative"</p> <p>Franklin, Benjamin "The Autobiography of Benjamin Franklin"</p> <p>Equiano, Olaudah "The Interesting Narrative of the Life of Olaudah Equiano..."</p> <p>Jacobs, Harriett "Incidents in the life of a Slave Girl"</p> <p>Thoreau, Henry David "Walden"</p> <p>Douglass, Frederick "Narrative of the Life of Frederick Douglass, an American Slave"</p> <p>Washington, Booker T. "Up From Slavery"</p> <p>King, Martin Luther, Jr. "I Have a Dream"</p> <p>Momoday, N. Scott from "The Names: A Memoir"</p> <p>Kingston, Maxine Hong from "The Woman Warrior: Memoirs of a Girlhood Among Ghosts"</p> <p>Dillard, Annie from "An American Childhood"</p> <p>Mamet, David "The Rake: A Few Scenes from My Childhood"</p> <p>Bell hooks from "Bone Black: Memories of a Girlhood"</p> <p>Soto, Gary "Like Mexicans"</p>

Vocabulary
Included below for each text

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u></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>

Points of Emphasis:

Franklin's Autobiography <i>The Bedford Anthology of American Literature, Vol. 1: p.342</i>	Standards Addressed:
<p>Supplemental: Jonathan Edwards: Biography</p> <p>Vocabulary: dissuaded, approbation, contrived, demeaned, amiss, tedious, censured, warrant, admonishing, libeling, indenture, impracticable, abate, mortification, arduous, speculative, rectitude, enumerations, avarice, annexed, precept, habitude, facilitate, procure, unremitting, affluence, eradicate, countenance, incorrigible, posterity, artifice, felicity, indulgence</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • selection of detail • tone • awareness of audience • narrative strategies such as organization <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • Choose an "American" ideal (e.g. hard work, individualism, self-education) that the piece conveys and consider why, according to Franklin, this ideal is worth pursuing. Consider who may or may not access this ideal. (RL2, W2, SL1) • How do some of Franklin's memorable anecdotes about himself create a certain persona? (RL2, W2, SL1a) • Choose a value or ideal central to the 18th century Enlightenment and discuss how Franklin's text upholds or makes use of it (e.g. tabula rasa, Deism, utilitarianism) (SL1a, W2, RL2) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>Equiano, Olaudah: Slave Narrative <i>The Bedford Anthology of American Literature, Vol. 1: p.415</i></p>	<p>Standards Addressed:</p>
<p>Vocabulary: apprehension, anguish, avarice, assuage, berate, callous, capitulate, consternation, copious, countenance, denigrate, enervate, fortitude, indignation, nominal, obstinate, pestilential, reprobate, torpid, wretched</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Different customs • Imagery/Detail • Tone • Author’s Purpose <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • What type of literature (genre) is the piece? Why? (RL2, W1, SL1c, W4) • What does the variety of languages spoken indicate about the slave trade? What does this say about people in general? (RL2, SL1) • How do the slavers justify the treatment of the slaves? Is their reasoning sound? (W4, W2, RL2, SL1) • Why does Equiano include the details that he does? How does this enhance the impact of the piece? (RL2, IT1, W4) • How are the manners and customs of the Europeans distinct from the Africans? (RL2, SL1) • How do the rhetorical questions at the end establish an argument against slavery? (RL2, W4, SL1) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>The Bedford Anthology of American Literature, Vol. 1: Jonathan Edwards, "Personal Narrative" p. 279</p>	<p>Standards Addressed:</p>
<p>Vocabulary: Sanctified, ardency, cavils, pleurisy, canticles, abyss, ineffable, vivifying, ejaculatory, depravity, atonement, perseverance, doctrine, sovereignty, discourse, earnestness, amiable, ravishingly, humbled</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Puritan theology • The roles of emotion, intellect, and religious belief in one's identity <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • According to Edwards, what role does nature play in understanding God? (RL2, SL1, W4) • Describe Edward's view of the individual's relationship to God. (RL2, SL1, W4, W3b) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>Jacobs: <i>Incidents in the Life of a Slave Girl</i> <i>The Bedford Anthology of American literature, Vol. 1: p.768</i></p>	<p>Standards Addressed:</p>
<p>Vocabulary: presumptuous, abominations, mulatto, dower, toilsome, forbearance, entreated, sophistry, reconciled, vituperation, countenance, disheartened, obstinate, expostulations, inestimable, boon, relinquish, miscreant, impropriety, circumscribed</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Audience • Theme • Tone • Language <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • Discuss the narrator’s strategies for appealing to this audience. (RL2, SL1) • How do think the intended audience influence what was included or excluded? (RL2, SL1, W4) • What are the central images and metaphors she uses to characterize slavery? (RL2, SL1, W3) • Discuss the last chapter, “Free at Last” and the extent to which the reader is given a happy ending. (RL2, SL1, W3) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

Thoreau: <i>Walden</i> <i>The Bedford Anthology of American literature, Vol. 1: p.809</i>	Standards Addressed:
<p>Vocabulary: obtrude, sojourner, impertinent, fain, factitious, cordials, whetted, slough, insolvent, apexes, sufficed, abode, terrestrial, vigor, forsake, rudiment, barbarous, pinions, tintinnabulation, dissipation, tremulous, honed</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Author's Purpose • Theme <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • Thesis for each section (RL2, RL1) • What is Thoreau's relationship to his audience and to society as a whole? (RL2, RL1, W2, W3) • How does he situate his narrative persona? (SL1c, RL2) • Locate texts that seem directly comparable to the work of Ben Franklin. How does Thoreau use Franklin's ideas?(RL2, SL1, L5a) • Discuss how <i>Walden</i> redefines familiar words such as economy, travel, or shelter. (L5a, W3b) • Consider Thoreau's work as a reformist response to one of the following: Industrial Capitalism, Manifest Destiny, Technologic Progress, Slavery (SL1, SL1c, SL1a) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>Douglas: Narrative <i>The Bedford Anthology of American literature, Vol. 1: p.857</i></p>	<p>Standards Addressed:</p>
<p>Supplemental Material</p> <ul style="list-style-type: none"> Poem: "Frederick Douglass" by Robert Hayden pg 924 <p>Vocabulary: pharisaical, execrate, exculpate, imbue, misnomer, debase, noisome, commensurate, turbid, misapprehension, writhe, dank, fester, mote, reprove, obdurate, immutable, dregs, forte, perdition, votary, interpose, emaciated, chattel, depravity, sufficiency, profligate, wallow, discordant, feasible, incoherent, vindicate</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> Audience Characterization Intent <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> How do the testimonial prefaces characterize Douglass? (RL2, RL1, SL1) To what extent does Douglass live up to, challenge, or complicate the characterization of the prefaces? (RL2, RL1) How does the poem "Frederick Douglass" by Robert Hayden fit in with these characterizations? (RL2, SL1, SL6) Discuss the way Douglass defines <i>freedom</i> and <i>self</i> in relation to one of the following: manhood, violence, or literacy? Douglass learns the value of self-reliance. What must he give up in order to gain self-reliance? 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>Occom, Samson: <i>A Short Narrative of My Life</i> <i>The Bedford Anthology of American literature, Vol. 1: p.403</i></p>	<p>Standards Addressed:</p>
<p>Vocabulary: serenity, brethren, temporal, revival, rogue, distemper, exhort, enthusiast, supersede, domestic</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • A Native American perspective from the colonial period in New England; Occom was, in fact, born near New London, CT. • Reasons for Native American conversion to Christianity • Exploitation by the English <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • Occom describes the injustice of the compensation he received for a career in the ministry compared with the wages earned by a non-Native peer. Discuss the rhetorical strategies Occom deploys to handle this iniquity throughout the text while maintaining reader sympathy and authorial credibility. What do such strategies manage to establish about the writer whose life story we are reading? (RL2, SL1, W3) • Occom gives substantial space to descriptions of the “methods” for keeping a school at Montauk and running religious services for his Native American congregation. What is gained and lost by describing these methods in such detail and giving comparatively little space to his family and domestic life? What ‘self’ are readers left with, and why is that significant to the text’s apparent or implicit purpose? (RL2, SL1, RL1) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>Washington, Booker T.: <i>Up From Slavery</i> <i>The Bedford Anthology of American literature, Vol. 2: p.442</i></p>	<p>Standards Addressed:</p>
<p>Vocabulary: earnest, philanthropy, zeal, notwithstanding, stagnate, prudent, resolve, superficial, cease, forbearance, confer, condemn, inevitable, inclined, abstruse, degrade, advocate, deference, despondent, pervasive, vociferous, perplex</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Expository versus Narrative writing • Public vs. Private Image of a person • Figurative language • Intent • Audience • <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • Why did he use the parable of the parched sailors searching for water who are told, “Cast down your bucket where you are” (152)? (SL1, L5a) • Does Washington’s famous “distressed vessel” analogy for U.S. race relations actually work? (RL1, SL1) • What textual cues indicate that this chapter was directed toward a primarily white audience? (RL1, RL2) • What purposes do the hyperbole, paradox, and analogy in the first three paragraphs serve? (RL1, SL1c) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

Martin Luther King: <i>I Have A Dream</i>:	Standards Addressed:
<p>Vocabulary: Discord, Discriminate, Prodigious, Segregation, Sufficient, exalt, emerge, desolate, hallowed, Inextricable, Hew, Persecution, Emancipated, Republic, Self-evident</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Rhetoric Devices • Author's Purpose <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • What examples of figurative language can be found in the text? How do these uses enhance the overall impact of the speech? (RL2, SL1) • What oratorical devices does King use to add vitality and force to his speech? (SL1, RL2, SL6) • In what specific ways does King call forth his experience as a preacher to lend persuasive power to the speech? (RL2, SL1, L5) • The speech compares the situation of African-Americans in 1863 to their situation in 1963. What are the differences? What are the similarities? (RL2, SL1) • King refers to a check or a promissory note that was given to African-Americans. What is that promissory note? How does he develop the check image? (RL1, RL2, SL1c) • King's speech is a call to action. To what kind of action? What do African-Americans want? What kind of action, however, does he warn against? Why? (RL2, RL1) • The most quoted sentences of this speech repeat the phrase "I have a dream." What are the elements of that dream? How does it relate to the "American dream"? (RL1, RL2, SL1) • King takes the phrase "let freedom ring" from the patriotic song "My Country 'Tis of Thee." Why is this important? How does he expand on this phrase? (RL2, RL1, 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

SL2)

- How does he tie this phrase to the words of an “old Negro spiritual”? Why is this significant?
King was a Southern Baptist minister. What aspects, themes, images of his speech are representative of Southern religious sermons? (RL1, RL2, SL1)
- Of what aspects of American culture is King’s speech critical? (**RL2, RL1**)

<p>Scott N. Momaday: <i>Names: A Memoir</i> <i>The Bedford Anthology of American literature, Vol. 2: p.1524</i></p>	<p>Standards Addressed:</p>
<p>Vocabulary: monolith, solvent, entity, peculiar, nimble, sapling, whorls, resilient, supple, displacing, Anglicization, sojourns, vivid, mythic, crucial</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • How does a memoir differ from an autobiography; what do memoirs attempt to capture beyond historical accuracy or simple truth? • How do writers of memoirs accomplish their intended meaning? <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • How does Momaday make his readers aware of the complexity of his own ethnicity and identity? (RL2, SL1, RL2) • What are the sources that Momaday has drawn on to construct his identity? (RL1, RL2, SL1) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>Kingston, Maxine Hong: <i>Woman Warrior: The Memoirs of a Girlhood Among Ghosts</i> <i>The Bedford Anthology of American literature, Vol. 2: p.1528</i></p>	<p>Standards Addressed:</p>
<p>Vocabulary: benevolent, engender, guile, lucid, intractable, prodigal, efface, gesticulate, culpable, desultory, indignant, writhe, immolate, deign, variant</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • How does a memoir differ from an autobiography; what do memoirs attempt to capture beyond historical accuracy or simple truth? • How do writers of memoirs accomplish their intended meaning? <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • How does Hong Kingston make her readers aware of the circumstances of her childhood with regard to racism and sexism? (RL1, RL2, SL1) • How did the teaching of Hong Kingston's mother shape the woman that she became? (SL1, SL1c, W4) • Why does Hong Kingston use dialogue so heavily in this memoir? (RL1, RL2, SL1, W4) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>Dillard, Annie: <i>from An American Childhood</i> <i>The Bedford Anthology of American literature, Vol. 2: p.1534</i></p>	<p>Standards Addressed:</p>
<p>Vocabulary: fastidiously, shoal, clamber, bastardized, lanky, shinny, silt, oblivious, lingered, lepidopterology, piecemeal, tern, wholly, implication, precipice, eerily, bookplate, deliberation, Dixieland, mineralogy</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Point of view • Intent • Narrative structure <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • How does Dillard feel about her father? How can you tell? (RL1, RL2, SL1) • Why does she choose to end this segment of her book with a bath? How does this related to a theme or themes developed throughout the segment? (RL1, RL2, SL1, W4) • Where in the narrative is it clear that Dillard is showing us her story through the eyes of a child? How does seeing these events through the eyes of a child affect the reader's reaction to them? (SL1, SL2, RL1) • How does Dillard communicate the importance of these childhood events to her adult self? Give specific examples from the text? (RL2, RL1) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>Mamet, David: <i>The Rake: A Few Scenes from My Childhood</i> <i>The Bedford Anthology of American literature, Vol. 2: p.1540</i></p>	<p>Standards Addressed:</p>
<p>Vocabulary: adjacent, proprietary, utopian, trifle, convulsively, intolerable, commendable, camaraderie, proximity, sullen</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • How Mamet's playwriting skills evident are in the memoir • Author's Voice • Author's Purpose <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • What overall tone does Mamet achieve in this memoir of the violent domestic situation he and his sister endured as youngsters? • Why does he call the memoir "The Rake"? • In what ways does the structure of the memoir resemble a play? 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>Hooks, bell: from <i>Bone Black: Memories of Girlhood</i> <i>The Bedford Anthology of American literature, Vol. 2: p.1544</i></p>	<p>Standards Addressed:</p>
<p>Vocabulary: Perspective, stomps, stammering, plaintive, converse, afflicted, palsy, excommunicate</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • How ethnicity, culture, class, gender, and socio-historical context shape and are reflected in Black women's narratives. • Theoretical perspectives and methodological issues in the study and use of Black women's narratives. <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • Why does Hooks spell her first name with lowercase letters? (SL1, SL1a) • Why wouldn't the girl want to get married? (RL2, SL1) • Why was the piece written in the third person? • How do the girl's perceptions of the world around her influence her thinking? (RL1, RL2) • What role does imagery play in the narrative? Why does the author use so much of it? (L5a, RL1, RL2) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

<p>Soto, Gary: <i>Like Mexicans</i> <i>The Bedford Anthology of American literature, Vol. 2: p. 1550</i></p>	<p>Standards Addressed:</p>
<p>Vocabulary: Burros, Braying, Meager, gawk, amble, whine, Okies, grounders, Mulberry, bale, congregation, Molinas</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> Soto is able to convey sympathetic insight of the world of children and young adulthood though writing from the perspective of an adult. <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> How do the details that Soto selects help his readers understand the conflict he felt between his parents' expectations and his own desires? (RL1, RL2, SL1) What role does imagery play in how Soto describes his socioeconomic circumstances? (L5a, RL2) How does Soto convey the idea that separations based on race are ultimately baseless and superficial? (RL1, RL2, SL1) 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.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 <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>

Summative Assessment

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

<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11-12.W.3)</p>	<p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11-12.W.3c)</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. (11-12.W.3d)</p>	<p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)</p>	<p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3e)</p>
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Written Personal Narrative/Memoir:

Students will compose a three- to five-page memoir that develops a real experience or event using effective techniques such as well-chosen details and well-structured sequences. The memoir must feature a specific emphasis on tone, sensory detail, and diction.

Spoken Personal Narrative/Memoir:

The students will create a five minute or 625 word informative/explanatory speech that conveys complex ideas, concepts, and information clearly and accurately. Students will use precise language, domain-specific vocabulary, using techniques including metaphor, simile, and analogy.

Summative Assessment Rubric

CATEGORY	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Narratives develop real experiences or events and use effective technique, well-chosen details, and well-structured event sequences. (11-12.W.3)	Exemplary development of real experiences or events and use of effective technique, well-chosen details, and well-structured event sequences.	Acceptable development of real experiences or events and use of effective technique, well-chosen details, and well-structured event sequences	Limited development of real experiences or events and use of effective technique, well-chosen details, and well-structured event sequences	Development of real experiences or events and use of effective technique, well-chosen details, and well-structured event sequences is not clearly and accurately presented
Use a variety of techniques to sequence events (11-12.W.3c)	Exemplary sequencing of events	Acceptable sequencing of events	Limited sequencing of events	Poor sequencing of events
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11-12.W.3d)	Exemplary use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Acceptably use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Limited use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. .	Poor use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
Use narrative techniques, such as dialogue, pacing, description, reflection, and a coherent plot line to develop an experience, event, and/or characters. (11-12.W.3b)	Exemplary use of narrative techniques, such as dialogue, pacing, description, reflection, and a coherent plot line to develop an experience, event, and/or characters	Acceptable use of narrative techniques, such as dialogue, pacing, description, reflection, and a coherent plot line to develop an experience, event, and/or characters	Limited use of narrative techniques, such as dialogue, pacing, description, reflection, and a coherent plot line to develop an experience, event, and/or characters	Poor use of narrative techniques, such as dialogue, pacing, description, reflection, and a coherent plot line to develop an experience, event, and/or characters
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3e)	Exemplary conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	Acceptable conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	Limited conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	Poor use of conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Others (Unit 2)
Unit Type(s)	X Skills-based <input type="checkbox"/> Thematic
Pacing	18 instructional days (six curricular weeks)

Overarching Standards (OS)	
<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.L.10)</p>	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.I.10)</p>
<p>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 11-12.) (11-12.W.5)</p>	
<p>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. (11-12.L.6)</p>	

CCSS Priority Standards	
<p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.R.I.6)</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. (11-12.W.2)</p>	
<p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. (11-12.W.2c)</p>	
<p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</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. (11-12.W.2e)</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 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p>	
<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all</p>	

sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)

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, including determining where the text leaves matters uncertain. (11-12.R.L.1)

Determine two or more theme or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.I.T.1)

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.I.T.3)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11-12.W.2a)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (11-12.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). (11-12.W.2f)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)

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. (11-12.S.L.1a)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(11-12.L.2)

Spell correctly. (11-12.L.2b)

Identify and correctly use patterns of word changes that indicate different meanings of parts of speech (e.g., *conceive, conception, conceivable*). (11-12.L.4b)

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). (11-12.L.4d)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
DETERMINE	an author's point of view or purpose in a text in which the rhetoric is particularly effective	4
ANALYZE	how style and content contribute to the power, persuasiveness, or beauty of a text in which an author's rhetoric is particularly effective	
WRITE	informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through <ul style="list-style-type: none">• effective selection of content• effective organization of content• effective analysis of content	6
USE	appropriate and varied transitions and syntax to <ul style="list-style-type: none">• link the major sections of the text• create cohesion• clarify the relationships among ideas and concepts	3
USE	precise language, domain-specific vocabulary, and techniques to manage the complexity of the topic	3
ESTABLISH & MAINTAIN	a formal style and objective tone while attending to the norms and conventions of the discipline in which the text is written	3
INITIATE & PARTICIPATE IN	a range of collaborative discussions <ul style="list-style-type: none">• one-on-one• in groups• teacher-led with diverse partners on grades 11-12 topics, texts, and issues	6
RESPOND	thoughtfully to diverse perspectives	5
SYNTHESIZE	comments, claims, and evidence made on all sides of an issue	
RESOLVE	contradictions when possible	

DETERMINE	when additional information or research is required to deepen the investigation or complete the task	
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Essential Questions
<ol style="list-style-type: none"> 1. How do authors use language to convey ideas, thoughts, feelings, and images? 2. How does an author’s point of view influence me as the reader? 3. Why is thoughtful organization and effective word choice essential in writing informative/explanatory text?

Resources
Edwards, Jonathan “Sinners in the Hands of an Angry God” Henry, Patrick “Speech in the Virginia Convention” Paine, Thomas “Common Sense” and “The American Crisis Number One” Thoreau, Henry David “Resistance to Civil Government” Brown, John “John Brown’s Last Speech” Twain, Mark “The War Prayer” “DuBois, W.E.B. “The Souls of Black Folk”

Vocabulary
Vocabulary is included below for each text.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u></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>

<p>“Sinners in the Hands of An Angry God” by Jonathan Edwards from <i>The Bedford Anthology of American Literature: Beginnings to 1865 (Volume One)</i> page 290</p>	<p>Standards Addressed:</p>
<p>Vocabulary: abhor, arbitrary, adversary, chaff, discourse, dispensation, exquisite, indignation, lamentable, mitigation, providence, raiment, renounce, sovereign, transgress, vengeance, vexation, wont</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Imagery • Metaphors 	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.L.6)</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. (11-12.W.2)</p>

<ul style="list-style-type: none"> • Author's Purpose <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • What was Edwards attempting to accomplish? (IT6, W2d, RL1, IT1, RL2) • What rhetorical techniques does Edwards employ? (IT6, W2, IT4) • Choose one passage of no more than one paragraph and explain its importance to understanding Edward's work as a whole. (IT6, W2, SL1) 	<p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</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. (11-12.W.2e)</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 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.I.T.3)</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of</p>
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	<p>positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>
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<p>“Speech in the Virginia Convention” by Patrick Henry (handout)</p>	<p>Standards Addressed:</p>
<p>Supplemental:</p> <ul style="list-style-type: none"> DVD Track35: Engraving to Patrick Henry giving speech DVD Track 44: American Revolution political cartoon <p>Vocabulary: arduous, insidious, subjugation, vigilant, infallibility, despotism, salutary, unanimity, posterity, manifest, solace, remonstrated</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> Author’s purpose Rhetorical Techniques Parallel Structures Repetition & Allusions Imagery & Metaphors Appeals to Logic Appeals to Emotion <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> Locate and highlight all of Henry’s rhetorical questions. Which are most effective? (IT1, IT4, IT6, W1, SL1) Locate and highlight all of Henry’s parallel structures. How many? What are most effective? (IT1, IT4, IT6, W1, SL1) Find all instances in which Henry repeats himself verbatim. Relate words to purpose. Identify and explain all of his allusions, explaining why he would use these in particular. (IT1, IT4, IT6, W1, SL1) Search speech for use of imageries and metaphors. How do these techniques enhance what Henry is attempting to accomplish? (IT1, IT4, IT6, W1, SL1) Search Henry’s speech for appeals to logic. Choose three and explain how what he says would appeal to his audience’s logical sensibilities. (IT1, IT4, IT6, W1, SL1) Search speech for appeals to emotion. Choose three and explain how he says would appeal to his audience’s emotions? (IT1, IT4, IT6, W1, SL1) 	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12I.T.6)</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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</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. (11-12.W.2e)</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 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.I.T.3)</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	<p>audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>
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<p>“Common Sense” by Thomas Paine from <i>The Bedford Anthology of American Literature: Beginnings to 1865 (Volume One)</i> page 438</p>	<p>Standards Addressed:</p>
<p>Vocabulary: patron, intercourse, intolerable, calamity, gravitate, emigrate, extirpate, embark, habitable, prudente, tyranny, reconcile, pretension, parliament, asylum, reprobate, defiance</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Diction • Tone • Appeals to Logic • Appeals to Emotion • Rhetorical devices <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • Analyze text for diction. Select the three most effective pieces, and describe why they are. (IT1, IT4, IT6, W1, SL1) • Analyze text for appeals to emotion. Select the three most effective appeals, and describe why they are. (IT1, IT4, IT6, W1, SL1) • Analyze text for appeals to logic. Select the three most effective pieces, and describe why they are. (IT1, IT4, IT6, W1, SL1) • Analyze text for rhetorical devices. Select the three most effective pieces, and describe why they are. (IT1, IT4, IT6, W1, SL1) 	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12I.T.6)</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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</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. (11-12.W.2e)</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 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.I.T.3)</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	<p>audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>
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“The American Crisis, Number One” by Thomas Paine (handout)	Standards Addressed:
<p>Vocabulary: consolation, celestial, dominion, perseverance, ravage, absolute, entitle, impel, invariably, rejoice, abolish, compliance, consolation, depriving, deriving, obstructing, prudent, tyranny</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Diction • Tone • Appeals to Logic • Appeals to Emotion • Rhetorical devices <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • Analyze text for diction. Select the three most effective pieces, and describe why they are. (IT1, IT4, IT6, W1, SL1) • Analyze text for appeals to emotion. Select the three most effective appeals, and describe why they are. (IT1, IT4, IT6, W1, SL1) • Analyze text for appeals to logic. Select the three most effective pieces, and describe why they are. (IT1, IT4, IT6, W1, SL1) • Analyze text for rhetorical devices. Select the three most effective pieces, and describe why they are. (IT1, IT4, IT6, W1, SL1) 	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.L.T.6)</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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</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. (11-12.W.2e)</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 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.L.T.1)</p> <p>Determine two or more theme or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.L.T.3)</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>
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<p>“Resistance to Civil Government” by Henry David Thoreau from <i>The Bedford Anthology of American Literature: Beginnings to 1865</i> (Volume One) page 793</p>	<p>Standards Addressed:</p>
<p>Supplemental Materials:</p> <ul style="list-style-type: none"> • “Civil Disobedience” Quiz • “Civil Disobedience” Peter Suber, Philosophy Department, Earlham College (Debate Activity) (Leveled activity) • Assignment: Transcendentalist Bumper Stickers • Assignment: Post Card from Walden Pond <p>Vocabulary: domesticated, impetuous, alacrity, vitality, aloof, insurrection, cultivate, sanction, expedient, eradication</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Response to the runaway train of nineteenth-century growth, industrialization, mass agriculture, and capitalist values. • The role of technology in student’s lives <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • What is Thoreau’s relationship to his audience and society as a whole? (IT6, W2, IT3, W4) • How does Thoreau situate his narrative persona? What kind of person is the “I” in the text, how do we know? (IT6, W2, SL1a) • Locate passages in the text that seem to directly comparable to Franklin. How does Thoreau use one or more of the ideas of Franklin? (W2, RL2, W4) • Discuss the way that “Walden” redefines a familiar word, such as <i>economy</i>, <i>travel</i>, or <i>shelter</i>. (IT6, W2, IT1, RL2, SL6) • Consider Thoreau’s work as a reformist response to one of the following: industrial capitalism, manifest destiny, technological progress, or slavery. (IT6, W2, RL2) 	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</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. (11-12.W.2e)</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 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.I.T.3)</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	<p>audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>
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<p>“John Brown’s Last Speech” from <i>The Bedford Anthology of American Literature: Beginnings to 1865 (Volume One)</i> page 1357</p>	<p>Standards Addressed:</p>
<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Two minute video clip: Reading of Speech: http://www.history.com/shows/the-people-speak/videos/john-browns-last-speech#john-browns-last-speech • Article on Brown (New York): http://tinyurl.com/bserabl • Article on Brown (South Carolina): http://tinyurl.com/88r4pku • John Brown: Debate Skirmish: Martyr or Murderer (Packet) <p>Vocabulary: treason, insurrection, incite, candor, validity, endeavored, forfeit, unjust, disposition, induced</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Bias • Point of View <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • Was he a crazed abolitionist or hero and martyr? (W2, SL1, IT3) • How should Brown be remembered? (W2, SL1, IT3) • What rhetorical devices does Brown employ? Which are the most effective and why? (W2, SL1, RL2) 	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</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. (11-12.W.2e)</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 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.I.T.3)</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p>

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<p>“The War Prayer” by Mark Twain from <i>The Bedford Anthology of American Literature: 1865 to the Present (Volume Two)</i> page 106</p>	<p>Standards Addressed:</p>
<p>Supplemental Sources:</p> <ul style="list-style-type: none"> Activity: “The War Prayer Print Ad” <p>Vocabulary: exalting, oratory, intervals, devotion, beseeching, fervid, battalions, martial, enveloping, invocation, supplication, benignant, ghastliness, patriot, pilgrimage, contrite</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> Tone Author’s purpose Stance Theme Rhetorical Devices Allegory <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> Why does Twain not make it specific to any particular nation? (IT6, W2, RL2) Why does the audience ignore the old man? (RL2, IT1, W2) What is the purpose of the grisly nature of nature the description? What is the effect of the description? (W2, SL1, RL2) What is the impact of the last sentence? (IT6, IT1, IT3) 	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</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. (11-12.W.2e)</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 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.I.T.3)</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p>

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<p>“The Souls of Black Folk” by WEB DuBois from <i>The Bedford Anthology of American Literature: 1865 to the Present (Volume Two)</i> page 452</p>	<p>Standards Addressed:</p>
<p>Vocabulary: peculiar, rollicking, peremptorily, sycophancy, unreconciled, artisan, demagoguery, savant, exhortation, cadences, swarthy, compulsory, piteously, dyspeptic, systemic</p> <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Metaphor • Contributions of African-Americans to American Culture both historically and contemporarily <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • How does the famous metaphor of the veil work? What associations does it suggest literally and figuratively? (W2d, SL1, IT6, RL2) • Dubois makes the case that American democracy, music, and folklore owe a great debt to African Americans. How does Du Bois incorporate these facets of American culture into <i>Souls</i>? (IT6, W2, IT1, RL2) • In what ways do individuals feel their “two-ness” other than racially? (IT6, W2, RL2) 	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</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. (11-12.W.2e)</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 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.I.T.3)</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	<p>audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p>
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Summative Assessment

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

Write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. (11-12.W.2c)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.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. (11-12.W.2e)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)		Spell correctly. (11-12.L.2b)		

Manuscript/Speech

The students will create a five minute or 625 word informative/explanatory speech that conveys complex ideas, concepts, and information clearly and accurately. Students will use precise language, domain-specific vocabulary, using techniques including metaphor, simile, and analogy.

Summative Assessment Scoring Rubric

STANDARD	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Speech examines and conveys complex ideas, concepts, and information clearly and accurately presented (11-12.W.2)	Exemplary examination and conveyance of complex ideas, concepts. information clearly and accurately presented	Acceptable examination and conveyance of complex ideas, concepts. information clearly and accurately presented	Limited examination and conveyance of complex ideas, concepts. information clearly and accurately presented	Examination and conveyance of complex ideas, and concepts is imprecise. information is not clearly and accurately presented
Speech shows effective selection, organization, and analysis of content. (11-12 W2)	Exemplary selection, organization, and analysis of content.	Acceptable selection, organization, and analysis of content	Limited selection, organization, and analysis of content	Poor selection, organization, and analysis of content
Use appropriate and varied transitions and syntax (11-12 W2c)	Exemplary use of appropriate and varied transitions.	Acceptably use of appropriate and varied transitions.	Limited use of appropriate and varied transitions. .	Poor use of appropriate and varied transitions.
Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)	Exemplary use of precise language, domain-specific vocabulary, and techniques	Acceptable use of precise language, domain-specific vocabulary, and techniques	Limited use of precise language, domain-specific vocabulary, and techniques	Poor use of precise language, domain-specific vocabulary, and techniques
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.2e)	Exemplary use of a formal style and objective tone	Acceptable use of a formal style and objective tone	Limited use of a formal style and objective tone	Poor use of a formal style and objective tone

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Our World (Unit 3a... <i>Huck Finn</i>)
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 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.L.10)
	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.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 11-12.) (11-12.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. (11-12.L.6)

CCSS Priority Standards	
	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)
	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)
	Use words, phrases, and clauses as well as varied syntax 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. (11-12.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. (11-12.W.1d)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

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, including determining where the text leaves matters uncertain. (11-12.R.L.1)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.I.T.1)

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11-12.W.1a)

Provide a concluding statement/section that follows from/supports the argument presented. (11-12.W.1e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)

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. (11-12.S.L.1a)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Spell correctly. (11-12.L.2b)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). (11-12.L.4b)

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). (11-12.L.4d)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
DETERMINE	two or more central ideas of a text	6
ANALYZE	the develop of central ideas over the course of a text: <ul style="list-style-type: none"> • how they interact • how they build on one another 	
PROVIDE	an objective summary of the text	
WRITE	arguments to support claims <ul style="list-style-type: none"> • valid reasoning • relevant evidence • sufficient evidence 	
DEVELOP	claims and counterclaims fairly and thoroughly <ul style="list-style-type: none"> • supplying most relevant evidence • pointing out strengths • pointing out limitations 	
USE	words, phrases, clauses, and varied syntax to: <ul style="list-style-type: none"> • link major sections of the text • create cohesion • clarify relationships between: <ol style="list-style-type: none"> a. claims and reasons 	

	<ul style="list-style-type: none"> b. reasons and evidence c. claims and counterclaims 	
ESTABLISH & MAINTAIN	formal style and objective tone <ul style="list-style-type: none"> • attending to norms and conventions of the discipline 	
INITIATE & PARTICIPATE IN	a range of collaborative discussions: <ul style="list-style-type: none"> • one-on-one • groups • teacher-led 	
BUILD	on the ideas of others	
EXPRESS	one's own ideas clearly and persuasively	
WORK	with peers to: <ul style="list-style-type: none"> • promote civil discussions • promote democratic decision-making • set clear goals/deadlines • establish individual roles 	

Essential Questions

1. What are Mark Twain's central ideas and how are they presented?
2. How do I create an effective, supported position using the conventions of rhetorical discourse and standard citation?
3. How do I acknowledge, evaluate, and ultimately refute alternative points of view?
4. What is my role in collaboration with others in the exchange of ideas toward a common goal?

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 Adventures of Huckleberry Finn, by Mark Twain
 Blount, Roy Jr. "America's Original Superstar" *Time* July 14, 2008
 Kennedy, Randall. Nigger
 Fishkin, Shelley Fisher. Was Huck Black?
 Chadwick-Joshua, Jocelyn. The Jim Dilemma: Reading Race in *Huckleberry Finn*
 Leonard, James, et al. (ed). Satire or Evasion: Black Perspectives on *Huckleberry Finn*
 Lester, Neal A. "Straight Talk about the N-Word". *Teaching Tolerance* Fall 2011. p.47
 Swift, Jonathan. "A Modest Proposal"
 Hefling, Kimberly. "Real McCoys, Hatfields Reunite" *Bowling Green Daily News*. June 7, 2000
 Nilon, Charles H. "The Ending of *Huckleberry Finn*: Freeing the Free Negro"

Vocabulary (The Adventures of Huckleberry Finn)

Providence	Stanchion	Highwaymen	Shanty	Nabob	Skiff	Quicksilver
Earnest	Careened	Contrived	Towhead	Haggled	Gaudy	Humble
Cavorting	Gaping	Outlandish	Benefactors	Acquit	Histrionic	Rapscallions
Phrenology	Fardel	Languish	Dissenting	Shroud	Obsequies	Ransacking
Sanctified	Hare-lip	Pious	Candid	Shirk	Impudent	Ingenious
Doggery	Bogus	Bullyrag	Disposition	Elocution	Prance	Sociable
Insurrection	Addles	Azure	Meddlesome	Tedious	Remiss	Rampant
Outfit	Singular	Desperadoes				

Points of Emphasis:	Standards Addressed:
<p>Introduction:</p> <ul style="list-style-type: none"> • Twain Bio (PowerPoint) • Satire • Picaresque • Parody • Use of the word, “Nigger” • Why was it written? • 14th & 15th amendments • Jim Crow & the Black Codes • <p>Chapters 1 - 4</p> <ul style="list-style-type: none"> • Exposition • Characterization • “Straight Talk About the N-Word” (IT1, IT6, IT4) • Kennedy, Randall. <u>Nigger</u>. Ch. 1 (IT1, IT6, IT4) • Use of dialect and colloquialisms in the book <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • What evidence do you see of similarities between Huck and Jim? (RL2, RL9, W1, RL1) • Explain Huck’s views of “siviliaztion.” What does this tell us about him? (RL2, W1, RL1) • Chapter 3 emphasizes Huck’s very pragmatic nature. Explain how this is revealed. (RL2, RL3, RL1,) • Ch.4: How does Huck control his fear of and actual danger of his father? (RL1, RL2, SL1) 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p>

	<p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p>
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Points of Emphasis:	Standards Addressed:
<p>Chapters 5 – 8</p> <ul style="list-style-type: none"> • Pap Finn rant, • Huck faking his own death • Characterization of Irish by twain, Pap juxtaposed with his Huck • Geography piece. (Period map) (SL2, SL5) • (www.atlas.lib.niu.edu/website/twain/maphelp.html) <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • What types of humor are evident in the chapters? (RL1, RL3, W1) • In Ch5: What is Twain making fun of (through Pap Finn) in this chapter? (RL1, W1, SL1,) • How do Pap and the Widow Douglas represent two opposing life-styles for Huck? What are the advantages and disadvantages of each? (RL1, W1, W4) • In Ch6: What makes Pap Finn's discussion of government so ludicrous? (RL2, W1, SL1) • Compare Huck's two escapes. Why did he run away from the Widow Douglas and Pap later on? Why can Huck never return home? (RL1, RL2, W4) • What is the significant about the final paragraph? 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as</p>

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Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)

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. (11-12.S.L.1a)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Spell correctly. (11-12.L.2b)

Points of Emphasis:	Standards Addressed:
<p>Chapters 9 - 12</p> <ul style="list-style-type: none"> • Dynamic Characterization of Huck • Evolution of the relationship between Huck & Jim • The Nature of the lie. • Ethics <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • Describe the events of chapter 9 from Jim's point of view. (RL6, RL1) • After the flood comes a time of great peace and contentment. Explain this Biblical/Edenic phenomenon. (L5, RL1, RL2) • How have Huck's feelings about Jim evolved? Cite evidence. (RL1, RL2, W1) • What is the significance of the snake skin? Provide evidence (RL1, RL2, W1, L5) • Describe Mrs. Loftus. Is there anything significant going on here? (RI1, RL2) • Ethics are a concern in Ch12; Huck and Jim struggle between those of Pap and the Widow Douglas. How is it resolved? Can it be said that even the murderers have a set of ethics? (RL1, RL2, SL1c, SL1d) 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p>

	<p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p>
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Points of Emphasis:	Standards Addressed:
<p>Chapters 13 – 16</p> <ul style="list-style-type: none"> • The role of the conscience in decision making. • Commentary on Twain’s anti-imperialist and anti-monarchical bent. • Huck breaking away from his learned social conventions. • Use: Blount, Roy Jr. “America’s Original Superstar” <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • What human weakness is being satirized when Huck negotiates with the ferryboat owner? What is important about the name of the wrecked steamboat? (SL5, RL1, RL2, SL1) • What does the risk Huck takes to save the murderers suggest about a possible theme? (RL2, RL1) • Explain the importance of the Cairo episode. (SL1, RL1, RL5) • Why does Twain have Jim behave so naively and ignorantly? Is this racist, or is something else going on? (RL5, RL2) • Ch15: Explain the monumental 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account;</p>

<p>significance of Huck’s crisis of conscience over the episode in the fog.(RL1, RL2, L5, SL1)</p>	<p>provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p>
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Points of Emphasis:	Standards Addressed:
<p>Chapters 17- 20</p> <ul style="list-style-type: none"> • Feud (Hatfields and McCoy – Article) • Shakespearean Satire <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • What is being satirized in the passage about Emmeline Grangerford and her 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.1.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing</p>

<p>poetry? (L6, RL1, RL2)</p> <ul style="list-style-type: none"> • What Shakespearean themes are evident in the Grangerford/Sheperdson situation? Why would Twain do this? (RL2, W1, SL1, L5) • What is the satire involving the two feuding families? What are Huck's feelings about it? (RL1, RL2, L5, SL1) • What motivates Huck to help the king and the duke, initially? (RL1, RL2) • What humor is to be found in Huck's lie to the king and the duke (regarding Jim)? (RL1, RL2, RL3, • How do the backgrounds and religious beliefs of the Grangerfords conflict with their actions? (RL1, RL2) 	<p>out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a</p>
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	<p>command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p>
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Points of Emphasis:	Standards Addressed:
<p>Chapters 21-24</p> <ul style="list-style-type: none"> • Stereotypes prevalent in relation to various parts of the country. • Notions of justice in society. • Rugged individualism versus society. <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • What is humorous about the soliloquy prepared for any “onkores” the audience might request? (W1, RL1, RL2) • Again, Clemens draws on his own life in creating the Sherburne/Boggs episode. What does he seem to be saying about mobs? What do mobs fail to do? (SL1, RL1, RL2) • Huck has many experiences on shore that contrast greatly with the experiences he has with Jim on the raft. What’s the point? (RL5, RL1, RL2) • In light of the king’s and duke’s deceitful behavior, why doesn’t the reader sympathize with the crowds they swindle? What can you find to criticize about the crowds seem to enjoy? (RL1, RL2, W1) • Comment on Jim’s story about his daughter’s deafness. How does it and Huck’s observations of Jim right before it develop both characters? (RL1, RL2, SL1) 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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</p>

	<p>day or two) for a range of tasks, purposes, and audiences. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p>
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Points of Emphasis:	Standards Addressed:
<p>Chapters 25-28</p> <ul style="list-style-type: none"> • Dramatic Irony • Mob mentality <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • How are the duke and king important in developing some of the book's major themes? (RL2, W1, SL1) • Characterize the behavior of the mob in: <ul style="list-style-type: none"> -camp meeting -group at Mary Jane's -Royal Nonesuch -mob that drives the king and duke out of town. -the Sherburn/Boggs episode (RL3, RL1, RL2) • Why does Huck finally break down and tell Mary Jane the truth about the duke and king? (RL1, RL2, SL1, SL2) 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p>
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Points of Emphasis:	Standards Addressed:
Chapters 29-32	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they

- Identity

Possible writing and/or discussion prompts:

- Why does Twain introduce the two new characters who claim to be the real brothers? (RL5, W1, SL1)
- Why is Ch28 titled, "Overreaching Don't Pay". Does it refer to the duke and king or is it more indicative of something that Huck has come to realize? (RL1, RL2, W1, RL5)
- What possible reasons could there be for Twain tempering what should have been a joyous moment with another disappointment at the end of Ch 29? (RL5, RL1, W1, SL1)
- Discuss the concept of "honor among thieves" in reference to the argument between the Duke and the King in Ch 30. (RL1, SL1, W1)
- Explain the significance of Huck's conscience regarding the letter. (RL2, RL1, W1, SL1)

interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)

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. (11-12.S.L.1)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)

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. (11-12.S.L.1a)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-

	<p>12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p>
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Points of Emphasis:	Standards Addressed:
<p>Chapters 33-36</p> <ul style="list-style-type: none"> • Huck’s burgeoning morality • Romanticism versus Realism <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • The duke and the king deceive and abuse people, including Huck himself. Explain why Huck is sorry for them and is “sick to see” how the townspeople punish them (RL1, RL2, W1, SL1) • Why does Jim endure his confinement when he could easily escape? (RL1, RL2, W1, SL1) • Why is Huck complicit in Tom’s debasement of Jim? (SL1, RL2) • What does it mean when Huck says, “.....I’m bound to say Tom Sawyer fell considerable in my estimation.” (RL1, RL2, SL1, SW1) • Why has Twain kept up the thread of the belief in superstition throughout the book? • Juxtapose Tom’s and Huck’s plans. What do each of the boys represent? (L5, RL1, RL2) • In questioning Tom’s reliance on book knowledge, could Twain be commenting on the various interpretations of the <i>Bible</i>? (L5, SL1, RI1) • What does the following quotation from 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-</p>

<p>Ch36 say about Tom? “He said it was the best fun he ever had in his life, and the most intellectual; and would keep it up all the rest of our lives and leave Jim to our children to get out,.....” (RL1, RL2, SL1, W1)</p>	<p>12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p>
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Points of Emphasis:	Standards Addressed:
<p>Chapters 37-40</p> <ul style="list-style-type: none"> The fluidity of belief systems <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> What does the fact that Tom is willing to torment Aunt Sally say about him? (RL1, RL2, W1) What is revealed through the fluidity of Tom’s belief systems? (RL1, RL2, SL1) Have students research Foxfire. For discussion: what is the symbolism of the Foxfire? (SL1a, SI1, RL1) 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.1.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (11-12.W.1b)</p> <p>Initiate and participate effectively in a range of collaborative</p>

- How does Huck’s comment that Jim is, “white inside” indicate that his journey toward racial tolerance is incomplete? (RL1, RL2, W1).

discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)

Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)

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. (11-12.S.L.1a)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

	Spell correctly. (11-12.L.2b)
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Points of Emphasis:	Standards Addressed:
<p>Chapters 41-End</p> <ul style="list-style-type: none"> Un-Reconstructed South <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> How is Tom a symbol of the Un-Reconstructed South? (Article: “Freeing the Free Negro”) (IT1, L5, SL1) How does Jim show himself to be (possibly) the only true man of faith in the book? How does his attitude contrast with the fake Christianity we have witnessed to this point? (SL1, RL1, RL2) Why would Huck want to, “light out for the territories” leaving everything know behind? (RL1, RL2, SL1) 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.1.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to</p>

	<p>evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p>
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Summative Assessment

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

Part One:

<p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11-12.W.1a)</p>	<p>Use words, phrases, and clauses as well as varied syntax 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. (11-12.W.1c)</p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11-12.S.L.4)</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>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. (11-12.S.L.4)</p>
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Part Two:

<p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11-12.W.2a)</p>	<p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p>
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Two-Part Assessment of *Huckleberry Finn*: Presentation and Paper

Goal: understanding the use of satire as a means to express Twain's dissatisfaction with Post-bellum attitudes about race in the South.

Essay topics:

- What was Clemens's challenge to America in writing this novel?
- Choose a minor character and explain what the character represents in the novel.
- Choose a single instruction satirized in the novel and explain how Twain does that.

Part One: Multi-media Presentation

The students will present the findings of their essays. Findings will be presented in a medium of students' choice including but not limited to Prezi, poster, Power Point, Animoto in conjunction with oral report to the class. Research must be documented in MLA format with vetted sources.

CATEGORY	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Introduction of claims and establishment of significance thereof (11-12.W.1a)	Exemplary introduction of claims and accurate establishment of relevance thereof	Acceptable introduction of claims and largely accurate establishment of relevance thereof	Limited introduction of claims, though the establishment of relevance thereof is somewhat inaccurate	Introduction of claims is imprecise, and establishment of relevance thereof contains significant inaccuracies
Use of words, phrases, clauses, and syntax to link section of the text (11-12.W.1c)	Exemplary organization and sequencing of ideas, arguments, and/or information	Acceptable organization and sequencing of ideas, arguments, and/or information	Limited organization and sequencing of ideas, arguments, and/or information	Poor organization and sequencing of ideas, arguments, and/or information
Presentation of information and evidence (11-12.S.L.4)	<u>Thorough</u> , clear presentation of ideas, evidence, and/or information.	Acceptably thorough, clear presentation of ideas, evidence, and/or information, though some details may have been omitted.	Limited presentation of ideas, evidence, and/or information; several details may have been omitted.	Poor presentation of ideas, evidence, and/or information; many essential details may have been omitted.
Demonstration of command of standard English (11-12.L.2)	Exemplary adherence to rules of capitalization, punctuation, and spelling	Acceptable adherence to rules of capitalization, punctuation, and spelling	Limited adherence to rules of capitalization, punctuation, and spelling	Poor adherence to rules of capitalization, punctuation, and spelling
Strategic use of digital media (11-12.S.L.4)	Medium is appropriate for content	Medium is adequate for content	Medium is underutilized	Medium is not well-chosen for content

Part Two: Essay

Literary analysis is to be synthesized into narrative form with emphasis on the many-layered satire of personal and cultural hypocrisy, sentimental Romanticism, and false aristocracy or nobility. Citation from all sources must be present, including the play. Students will receive instruction in pre-writing strategies and drafting along with edits to guide revision.

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Introduction and organization of topics (11-12.W.2a)	Exemplary introduction and organization of topics, including well-constructed paragraphs and/or appropriate subheadings	Acceptable introduction and organization of topics, including well-constructed paragraphs and/or subheadings	Limited introduction and organization of topics; paragraph structure is weak in places	Poor introduction and organization of topics; paragraph structure is poor
Development of claims and counterclaims (11-12.W.1b)	Exemplary development of claims, including several, relevant supporting details and/or examples.	Acceptable development of claims, including some relevant supporting details and/or examples.	Limited development of claims, including very few relevant supporting details and/or examples.	Poor development of claims, including few, if any, relevant supporting details and/or examples.
Citation of strong and thorough textual evidence (11-12.R.L.1)	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are documented, but a few are not in the desired format.	All sources (information and graphics) are documented, but many are not in the desired format.	Some sources are not accurately documented.
Demonstration of command of standard English (11-12.L.2)	Exemplary adherence to rules of capitalization, punctuation, and spelling	Acceptable adherence to rules of capitalization, punctuation, and spelling	Limited adherence to rules of capitalization, punctuation, and spelling	Poor adherence to rules of capitalization, punctuation, and spelling
Production of clear and coherent writing (11-12.W.4)	Exemplary diction and syntax	Acceptable diction and syntax	Limited diction and syntax	Poor diction and syntax

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Our World (Unit 3b... <i>The Crucible</i>)
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 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.L.10)
	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.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 11-12.) (11-12.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. (11-12.L.6)

CCSS Priority Standards	
	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)
	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)
	Use words, phrases, and clauses as well as varied syntax 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. (11-12.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. (11-12.W.1d)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

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, including determining where the text leaves matters uncertain. (11-12.R.L.1)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.I.T.1)

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11-12.W.1a)

Provide a concluding statement/section that follows from/supports the argument presented. (11-12.W.1e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)

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. (11-12.S.L.1a)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Spell correctly. (11-12.L.2b)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). (11-12.L.4b)

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). (11-12.L.4d)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
DETERMINE	two or more central ideas of a text	6
ANALYZE	the develop of central ideas over the course of a text: <ul style="list-style-type: none"> • how they interact • how they build on one another 	
PROVIDE	an objective summary of the text	
WRITE	arguments to support claims <ul style="list-style-type: none"> • valid reasoning • relevant evidence • sufficient evidence 	
DEVELOP	claims and counterclaims fairly and thoroughly <ul style="list-style-type: none"> • supplying most relevant evidence • pointing out strengths • pointing out limitations 	
USE	words, phrases, clauses, and varied syntax to: <ul style="list-style-type: none"> • link major sections of the text • create cohesion • clarify relationships between: <ol style="list-style-type: none"> d. claims and reasons 	

	<ul style="list-style-type: none"> e. reasons and evidence f. claims and counterclaims 	
ESTABLISH & MAINTAIN	formal style and objective tone <ul style="list-style-type: none"> • attending to norms and conventions of the discipline 	
INITIATE & PARTICIPATE IN	a range of collaborative discussions: <ul style="list-style-type: none"> • one-on-one • groups • teacher-led 	
BUILD	on the ideas of others	
EXPRESS	one's own ideas clearly and persuasively	
WORK	with peers to: <ul style="list-style-type: none"> • promote civil discussions • promote democratic decision-making • set clear goals/deadlines • establish individual roles 	

Essential Questions

1. What are Arthur Miller's central ideas and how are they presented?
2. How do I create an effective, supported position using the conventions of rhetorical discourse and standard citation?
3. How do I acknowledge, evaluate, and ultimately refute alternative points of view?
4. What is my role in collaboration with others in the exchange of ideas toward a common goal?

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.

Vocabulary (The Crucible)

Abrogate	Abyss	Adamant	Ameliorate	Augury	Autocrat	Baseness
Begrudge	Beguile	Bemuse	Blasphemous	Calamity	Conciliate	Confound
Contempt	Contentious	Corroboration	Credulous	Defamation	Deference	Dissemble
Dogmatic	Ecstasy	Effrontery	Exalt	Formidable	Gaunt	Heretical
Hypocrite	Indigenous	Indignation	Ineptness	Inert	Ingratiate	Innate
Junta	Licentious	Malevolence	Malign	Methodical	Orthodox	Pallor
Paradoxical	Parochial	Partisan	Placid	Predilection	Prodigious	Propriety
Prudent	Quake	Reproach	Rescind	Resurge	Savory	Sectarian
Sublime	Trepidation	Vindictive	Wily			

Resources

The Crucible, by Arthur Miller

"Why I Wrote *The Crucible*" by Arthur Miller *The New Yorker* October 21 and 28, 1996

"The Salem Witch Trials" *In Search of History* (video)

"Joseph McCarthy and Anti-Communism" (chapter from history text)

"McCarthyism" <http://www.pbs.org/wnet/americanmasters/episodes/arthur-miller/mccarthyism/484>

Arthur Miller and *The Crucible*: <http://artsedge.kennedy-center.org/content/3498/>

"McCarthyism" <http://www.spartacus.schoolnet.co.uk/USAhuac.htm>

Witch Hunt: Africa's Hidden War on Women: <http://www.independent.co.uk/news/world/africa/witch-hunt-africas-hidden-war-on-women-1642907.html>

Rise in African Children Accused of Witchcraft: <http://www.bbc.co.uk/news/world-africa-10671790>

Women, Witch-Hunting and Enclosures in African Today: http://duepublico.uni-duisburg-essen.de/servlets/DerivateServlet/Derivate-24612/03_Federici%20Women.pdf

Pro/Con: The use of torture to gain information: <http://SIRS.com>

Points of Emphasis:	Standards Addressed:
<p>Act I</p> <ul style="list-style-type: none"> • Intro to McCarthyism (Supplemental Sources) • Crucible Anticipation/Reaction Guide (S.L. 1) • Access of prior knowledge: Puritan communities and values • Orientation to the play: setting, characters, conflicts • Introduction to Vocabulary (11.L.6) <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • How does Miller establish the characterization in the play?(R.L.1 & I.T. 1) <ul style="list-style-type: none"> ○ Parris ○ Proctor ○ Abigail ○ Hale ○ The Nurses • Describe the nature of the conflict between Goody Nurse and Goody Putnam. (R.L. 1 & I.T. 1). • The validity of the use of torture to elicit confession/information ((R.L. 2) <ul style="list-style-type: none"> ○ Argument: For or Against. ○ Arguments can be found under SIRS (R.L. 2). • Despite claiming to be an oasis of Christianity in a desert of Heathens, various characters illustrate how the Puritans, were not, in fact, pure. (R.L.1 & I.T.1). 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p>

Points of Emphasis:	Standards Addressed:
<p>Act II</p> <ul style="list-style-type: none"> • Character Analysis (W.1 & S.L.1 & R.L. 1 & I.T.1 & • Allegories (S.L.1 & I.T. 6) • Spectral Evidence (S.L.1c) • Quotation Integration (See Assignment: "Integrating Quotations" (W.1 & R.L.1 & R.L. 5 & R.L.4 & L.5) <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • Analyze John Proctor (providing textual support) (W.1, S.L. 1, S.L. 1d) <ul style="list-style-type: none"> ○ Motivation ○ Struggles • Analyze Elizabeth Proctor (providing textual support) (W.1, S.L. 1, S.L. 1d) <ul style="list-style-type: none"> ○ Motivation/Struggles ○ Contribution to Conflict in the play • Analyze Mary Warren (providing textual support) (W.1, S.L. 1, S.L. 1d) <ul style="list-style-type: none"> ○ Motivation/Struggles ○ Changes in behavior • Analyze John Hale (providing textual support) (W.1, S.L. 1, S.L. 1d) <ul style="list-style-type: none"> ○ Motivation/Struggles ○ What is your opinion of him? Why? • Analyze the trial. Who is providing evidence? Who is being accused? Why is it significant? (I.T.6, S.L.1c, R.I.2) • Explore the theme: Those who hold power often seek to keep it. ((W.1, S.L.1, R.L.1, I.T.1) • Explore the rise of the formerly powerless to positions of power. How has the power-dynamic in the village changed?(W1,S.L.1, R.L.1, I.T.1) 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</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. (11-12.S.L.1a)</p>

	<p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p>
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Points of Emphasis:	Standards Addressed:
<p>Act III</p> <ul style="list-style-type: none"> • Irrationality of the witch trials themselves (R.L.2, R.L.1, W.9) • Guilt by Association (relate back to McCarthyism) (S.L.1, R.L.1, I.T.1) • Is questioning authority a subversive activity? (R.L.1, R.L.2,) • Contemporary Theocracies <ul style="list-style-type: none"> ○ (PowerPoint/Prezi) (R.I.1, I.T.1, I.T.7, L.2, W.7, W.8) • Dynamic Characters or lack there-of (R.L.3) • Use of Irony (Elizabeth's Lie) (R.L.5, R.L.3) <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> • Should Mary Warren be considered a dynamic character? (R.L.1, R.L.3, R.L.5) • Why does Parris try to convince Danforth that Proctor is trying the overthrow the court? (R.L1, R.L.2) • Could it be argued that John did go to "bring down the court"? (R.L1, R.L.2) • Why is Danforth so reluctant to believe the word of a man (Proctor) over those of the girls? (R.L.1, R.L.2, W.1) • Analyze and evaluate the changes in Reverend Hale (R.L.1, R.L2, W.1) • What does John Proctor mean when he 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-</p>

<p>says, "I say God is dead". (R.L.1, R.L.2, W.1)</p>	<p>12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</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. (11-12.S.L.1a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p>
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Points of Emphasis:	Standards Addressed:
<p>Act IV</p> <ul style="list-style-type: none"> Responsibility of officials to those they serve. (R.L.6, R.L.2) Doing what's right versus expedient. (R.L.2, R.L.6) What's in a name? (R.L.2, R.L.6) The mark of a hero (R.L.1, R.L.2) <p>Possible writing and/or discussion prompts:</p> <ul style="list-style-type: none"> What is the dramatic function of the opening scene in which Tituba and Sarah Good appear? (R.L.5) In what way does Giles Corey triumph over his accusers? (R.L.1, R.L.2, R.L.3) In your view, does John make the correct decision? (R.L.1, R.L.2, W.1, W.2, W4, W.9) Analyze the following quotation in terms of the play, "The mark of the immature man is that he wants to die nobly for a cause, while the mark of a mature man is that he wants to live humbly for one." Wilhelm Stekel. (I.T.6, W.1, W.2, W4) 	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.R.1.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more themes or central ideas of a text and analyze</p>

<ul style="list-style-type: none"> • One theme of The Crucible is that moral courage is the mark of a hero. In what ways do Elizabeth and John Proctor show moral courage?(W.1, W.4, R.L.1, R.L.2, R.L.10). • Anticipation/Reaction Guide: Do second part, explain one of the changes. (W.1, W.4, W.9) 	<p>their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p>
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Summative Assessment

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

Part One:

<p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11-12.W.1a)</p>	<p>Use words, phrases, and clauses as well as varied syntax 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. (11-12.W.1c)</p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11-12.S.L.4)</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>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. (11-12.S.L.4)</p>
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Part Two:

<p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11-12.W.2a)</p>	<p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p>
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Two-Part Assessment of *The Crucible*: Presentation and Paper

Goal: establish parallels between world events and *The Crucible* with regard to persecution based upon race, religion, politics, ethnicity, gender during periods of mass hysteria in both historical and contemporary settings.

Part One: Multi-media Presentation

Investigation and analysis of a unique (to each student) parallel with *The Crucible* in contemporary or historical world events. Findings will be presented in a medium of students' choice including but not limited to Prezi, poster, Power Point, Animoto in conjunction with oral report to the class. Research must be documented in MLA format with vetted sources.

CATEGORY	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Introduction of claims and establishment of significance thereof (11-12.W.1a)	Exemplary introduction of claims and accurate establishment of relevance thereof	Acceptable introduction of claims and largely accurate establishment of relevance thereof	Limited introduction of claims, though the establishment of relevance thereof is somewhat inaccurate	Introduction of claims is imprecise, and establishment of relevance thereof contains significant inaccuracies
Use of words, phrases, clauses, and syntax to link section of the text (11-12.W.1c)	Exemplary organization and sequencing of ideas, arguments, and/or information	Acceptable organization and sequencing of ideas, arguments, and/or information	Limited organization and sequencing of ideas, arguments, and/or information	Poor organization and sequencing of ideas, arguments, and/or information
Presentation of information and evidence (11-12.S.L.4)	<u>Thorough</u> , clear presentation of ideas, evidence, and/or information.	Acceptably thorough, clear presentation of ideas, evidence, and/or information, though some details may have been omitted.	Limited presentation of ideas, evidence, and/or information; several details may have been omitted.	Poor presentation of ideas, evidence, and/or information; many essential details may have been omitted.
Demonstration of command of standard English (11-12.L.2)	Exemplary adherence to rules of capitalization, punctuation, and spelling	Acceptable adherence to rules of capitalization, punctuation, and spelling	Limited adherence to rules of capitalization, punctuation, and spelling	Poor adherence to rules of capitalization, punctuation, and spelling
Strategic use of digital media (11-12.S.L.4)	Medium is appropriate for content	Medium is adequate for content	Medium is underutilized	Medium is not well-chosen for content

Part Two: Essay or Report of Findings

Research findings are to be synthesized into narrative form with emphasis on the parallel to *The Crucible*. Citation from all sources must be present, including the play. Students will receive instruction in pre-writing strategies and drafting along with edits to guide revision.

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Introduction and organization of topics (11-12.W.2a)	Exemplary introduction and organization of topics, including well-constructed paragraphs and/or appropriate subheadings	Acceptable introduction and organization of topics, including well-constructed paragraphs and/or subheadings	Limited introduction and organization of topics; paragraph structure is weak in places	Poor introduction and organization of topics; paragraph structure is poor
Development of claims and counterclaims (11-12.W.1b)	Exemplary development of claims, including several, relevant supporting details and/or examples.	Acceptable development of claims, including some relevant supporting details and/or examples.	Limited development of claims, including very few relevant supporting details and/or examples.	Poor development of claims, including few, if any, relevant supporting details and/or examples.
Citation of strong and thorough textual evidence (11-12.R.L.1)	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are documented, but a few are not in the desired format.	All sources (information and graphics) are documented, but many are not in the desired format.	Some sources are not accurately documented.
Demonstration of command of standard English (11-12.L.2)	Exemplary adherence to rules of capitalization, punctuation, and spelling	Acceptable adherence to rules of capitalization, punctuation, and spelling	Limited adherence to rules of capitalization, punctuation, and spelling	Poor adherence to rules of capitalization, punctuation, and spelling
Production of clear and coherent writing (11-12.W.4)	Exemplary diction and syntax	Acceptable diction and syntax	Limited diction and syntax	Poor diction and syntax

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	Analyzing and Using Varied Crafts and Structures (Unit 4)
Unit Type(s)	X Skills-based <input type="checkbox"/> Thematic
Pacing	18 instructional days (six curricular weeks)

Overarching Standards (OS)
<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.L.10)</p>
<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.I.10)</p>
<p>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 11-12.) (11-12.W.5)</p>
<p>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. (11-12.L.6)</p>

CCSS Priority Standards
<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11-12.R.L.4)</p>
<p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p>
<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.R.L.7)</p>

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)

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. (11-12.L.3)

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11-12.L.3a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (11-12.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. (11-12.L.4a)

Consult general and specialized reference material (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, its etymology, or its standard usage. (11-12.L.4c)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11-12.L.5)

Analyze nuances in the meaning of words with similar denotations. (11-12.L.5b)

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, including determining where the text leaves matters uncertain. (11-12.R.L.1)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12.R.L.3)

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11-12.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, including determining where the text leaves matters uncertain. (11-12.I.T.1)

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.I.T.2)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). (11-12.I.T.4)

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (11-12.I.T.5)

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11-12.W.1a)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)

Use words, phrases, and clauses as well as varied syntax 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. (11-12.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. (11-12.W.1d)

Provide a concluding statement/section that follows from/supports the argument presented. (11-12.W.1e)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11-12.W.2a)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (11-12.W.2b)

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (11-12.W.2c)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.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. (11-12.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). (11-12.W.2f)

Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. (11-12.W.3)

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (11-12.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11-12.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. (11-12.W.3d)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Spell correctly. (11-12.L.2b)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (11-12.L.4b)

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). (11-12.L.4d)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Essential Questions

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

King Lear, a play by William Shakespeare
Long Day's Journey into Night, a play by Eugene O'Neil
King Lear, a film directed by Trevor Nunn (2009)
A Thousand Acres, a film directed by Jocelyn Moorehouse (1997)
A List of Artwork associated with play:

http://english.emory.edu/classes/Shakespeare_Illustrated/LearPaintings.html
 "Questions of Kingship": <http://www.folger.edu/edulesplandtl.cfm?lpid=520>

Vocabulary

King Lear

auspicious, beseech, brazen, cholera, confer, covert, depravity, dissuade, enmity, exasperate, fraught, gall, halcyon, impetuous, lethargy, miscreant, motley, penury, retinue, superfluous, credulous, surfeit, dearth, amity, maledictions, diffidence, upbraid, trifle, diligence, manifold, parricide, consort, clamor, renege, antipathy, verily, asunder, contentious, malady, reprove, derogate, barbaric, pagan, grandeur, sap, renounce, vain, whims, fanfare, vermilion

Long Days Journey into Night

Cynically rebuking mollifyingly wily flounders quinine obstinate constitution sanatorium sultry caustically buxom admonishingly moderation garrulous insinuating solicitude graft parodying derisive fastidiously clout rapt vehemence slovenly banshee matinee idol burlesque absinthe brothel lecher D.T.'s blackguard

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
DETERMINE	meaning of words and phrases <ul style="list-style-type: none"> • figurative • connotative 	5
ANALYZE	impact of specific word choices on meaning and tone <ul style="list-style-type: none"> • words with multiple meanings • language that is particularly fresh, engaging, or beautiful 	
ANALYZE	how an author's choices concerning how to structure specific parts of a text contributes to: <ul style="list-style-type: none"> • overall structure • overall meaning • aesthetic impact 	5
ANALYZE	multiple interpretations of a story, drama, or poem	5
EVALUATE	how each version interprets the source text	
EVALUATE	a speaker's <ul style="list-style-type: none"> • point of view • reasoning • use of evidence and rhetoric 	5
ASSESS		

	<ul style="list-style-type: none"> • stance • premises • links among ideas • word choices • points of emphasis • tone 	
APPLY	<p>knowledge of language to:</p> <ul style="list-style-type: none"> • understand how language functions in different contexts • make effective choices for meaning or style • comprehend more fully when reading or listening 	5
VARY	Syntax for effect	
APPLY	An understanding of syntax to the study of complex texts	5
DETERMINE/CLARIFY	Meaning of unknown and multiple-meaning words	4
USE	Context as a clue to the meaning of a word or phrase	4
CONSULT	<p>General and specialized reference material to find:</p> <ul style="list-style-type: none"> • pronunciation • precise meaning • part of speech • etymology • standard usage 	4
DEMONSTRATE	<p>Understanding of:</p> <ul style="list-style-type: none"> • figurative language • word relationships • nuances in word meanings 	5
ANALYZE	Nuances in the meaning of words with similar denotations	5

Points of Emphasis for *King Lear*

Act I.....scenes i, ii, iii, iv, and v	Standards Addressed
<p>Focus points:</p> <ul style="list-style-type: none"> • Establishments of conflicts: Cordelia and Lear, Goneril, Regan and Lear, and Gloucester and Edgar • Duplicity of Goneril, Regan, and Edmund • Role of Fool (Greek chorus) • How soliloquies function in the play • Lear's hamartia <p>Possible topics for discussion/journal response of scene i:</p> <ul style="list-style-type: none"> • Why does Lear favor Goneril's and Regan's professions of love over Cordeilia's? What does it say about Lear? (RL1, RL2, W1, SL1, SL1c) • How is this favoritism related to the exiling of Kent? (RL1, RL2, SL1) • What do we learn from Goneril and Regan about Lear's temper, parenting, and judgment? (RL1, RL2, W4) • When and why does the fool appear in the play? How is the term, "fool" thematically important? (RL1, RL2, RL5) • What is, "our darker purpose" that Lear speaks of? (RL1, RL2, W4) <p>Possible topics for discussion/journal response of scene ii:</p> <ul style="list-style-type: none"> • Why does Edmund wish to overthrow Edgar's claim to his father's title? (SL1, RL1, RL2, RL7, L5) • How has Shakespeare introduced Nature into the play so far? Think beyond what seems obvious. (L5, L4, RL1, RL2, SL1) • What do the late eclipses in the sun and moon tell about "brothers" and about "son and father" as Gloucester sees it? (L5, L4, RL1, RL2, SL1) <p>Possible topics for discussion/journal response of scene iii:</p> <ul style="list-style-type: none"> • In what manner has Lear offended Goneril and her household? (RL1, RL2, RL3) • How is Goneril justified in her anger? (W4, SL1) • Why does Shakespeare introduce the Fool? What purpose does he serve in the narrative? 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or</p>

<p>(RL1, RL2, SL1, W4)</p> <p>Possible topics for discussion/journal response of scene iv:</p> <ul style="list-style-type: none"> • According to the Fool's arguments, how has Lear "deserved" this poor treatment from Goneril? (RL1,RL2, SL1) • In what ways does Kent epitomize heroism? (RL1, RL2, RL3, W1) <p>Possible topics for discussion/journal response of scene v:</p> <ul style="list-style-type: none"> • Analyze the Fool's lines in the scene. What truths does he express to Lear through his jokes? (L3, L4, L5, RL1, RL2, SL1) • Why does a man's nose stand where it does according to the Fool? What other nose references occur? Can you see any pattern among the speakers? (RL1, RL2, SL1, L3, L4, L5) 	<p>complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Act II.....scenes i, ii, iii, and iv	Standards Addressed
<p>Focus points:</p> <ul style="list-style-type: none"> • Establishment of parallel plots (subplot of Gloucester and sons); • Technique of doubling • Man's law v. natural law • World of the old v. world of the young • Language and imagery (storm) <p>Possible topics for discussion/journal response of scene i:</p> <ul style="list-style-type: none"> • How does Edmund make himself appear to be the better son in Gloucester's eyes? (RL1, RL2, L4, SL1) • How is Edmund able to fool his father so easily into condemning Edgar to death? (RL1, RL2, L4, SL1) <p>Possible topics for discussion/journal response of scene ii:</p> <ul style="list-style-type: none"> • Why should the reader not be surprised at Regan's decision to side with her sister rather than her father? (RL1, RL2, SL1, L5) • How is the exchange between Kent and Cornwall thematically important? (L5, RL2, RL3, 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.10)</p>

<p>RL5)</p> <ul style="list-style-type: none"> • Cornwall asks Kent, "Why art thou angry?" What, in fact, is the true source of Kent's anger? (RL1, RL2, SL1, RL4, SL3) <p>Possible topics for discussion/journal response of scene iii:</p> <ul style="list-style-type: none"> • List and discuss Edgar's reasons for playing the part of Poor Tom? (RL1, RL2, RL3, SL1) • What does Edgar mean when he ends the scene "I am nothing?" (SL1, L3, L4, L5) <p>Possible topics for discussion/journal response of scene iv:</p> <ul style="list-style-type: none"> • What does the fool say he will do with the egg that he asks Lear to give him? What will be left of it afterwards? What else are eggs associated with? (SL1, L3, L4, L5) • How do Goneril and Regan assert power over their father, thus driving him into a raging storm? (RL1, RL2, SL1, RL6) • According to the Fool, why have Lear's knights deserted him? (RL1, RL2) 	<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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Act III.....scenes i, ii, iii, iv, v, vi, and vii	Standards Addressed
<p>Focus Points:</p> <ul style="list-style-type: none"> • Storm as motif • Connection between the health of Lear and the health of the country (Elizabethan terms) • Dramatic irony: what Lear believes about his daughters and what truth he discovers • Lear's madness and obsession with his own failings • Concept of justice <p>Possible topics for discussion/journal response of scene i:</p> <ul style="list-style-type: none"> • How does the information that France sends 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

<p>troops impact the political strife that is beginning in England? (RL1, RL2)</p> <ul style="list-style-type: none"> • What between Cornwall and Albany, “is cover’d with mutual cunning,” according to Kent? (RL1, RL2, SL1, L3, L4, L5) • What is “to-and-fro-conflicting” on the heath, according to the Gentleman? (RL1, RL2, L3, L5) <p>Possible topics for discussion/journal response of scene ii:</p> <ul style="list-style-type: none"> • In what manner has Lear caused all the strife that occurs between himself and his daughters? (RL1, RL2, SL1) • In what sense are the Fool’s assertions true? (RL1, RL2, L3, L4, L5) • In what sense are the Fool’s assertions false? (RL1, RL2, L3, L4, L5) <p>Possible topics for discussion/journal response of scene iii:</p> <ul style="list-style-type: none"> • In what sense is it ironic that Gloucester confides his good intentions in his illegitimate son, Edmund? (RL1, RL2, SL1, L3, L4) <p>Possible topics for discussion/journal response of scene iv:</p> <ul style="list-style-type: none"> • Compare the madness of Lear to the madness of Poor Tom (Edgar). (RL1, RL2, L3, L4, L5) <p>Possible topics for discussion/journal response of scene v:</p> <ul style="list-style-type: none"> • How is Edmund rewarded for his treachery? (RL1, RL2) <p>Possible topics for discussion/journal response of scene vi:</p> <ul style="list-style-type: none"> • What are the judgments of mankind issued against Goneril and Regan in Lear’s court? (RL1, RL2, SL1) <p>Possible topics for discussion/journal response of scene vii:</p> <ul style="list-style-type: none"> • How is the blindness of Gloucester symbolic to the blindness of Lear? (RL1, RL2, SL1, L4, L5) 	<p>(11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Act IV.....scenes i, ii, iii, iv, v, vi, and vii	Standards Addressed
<p>Focus Points:</p> <ul style="list-style-type: none"> • Tone shift: poignancy of the blinded Gloucester (juxtaposed with violence of Act III) • Goneril's derision of her husband • Religious parallels: Cordelia and Jesus • Triangulation of Goneril, Regan, and Edmund • Lear's transformation <p>Possible topics for discussion/journal response of scene i:</p> <ul style="list-style-type: none"> • Why would Gloucester prefer to be led by the madman (Edgar) rather than by a faithful retainer? (RL1, RL2, SL1, L3, RL6) <p>Possible topics for discussion/journal response of scene ii:</p> <ul style="list-style-type: none"> • How does Goneril compound her sins against her family? (RL1, RL2, SL1) • How does Albany perceive his wife? (RL1, RL2, SL1, L4) <p>Possible topics for discussion/journal response of scene iii:</p> <ul style="list-style-type: none"> • Why is it natural that Lear would not wish to see his daughter Cordelia? (L3, SL1, SL3) <p>Possible topics for discussion/journal response of scene iv:</p> <ul style="list-style-type: none"> • • <p>Possible topics for discussion/journal response of scene v:</p> <ul style="list-style-type: none"> • How does Regan compound her sins against her family? (RL1, RL2, SL1) <p>Possible topics for discussion/journal response of scene vi:</p> <ul style="list-style-type: none"> • How does Edgar begin the process of righting the unnatural events that have occurred? (RL1, RL2, SL1) • Into what two halves does a woman's girdle (i.e., her sash) divide her, according to Lear in his madness? (RL1, RL2, SL1, SL3) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or</p>

<p>Possible topics for discussion/journal response of scene vii:</p> <ul style="list-style-type: none"> • How does Cordelia react to her father's words? (RL1, RL2, SL3, L3, L5) 	<p>complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Act V.....scenes i, ii and iii	Standards Addressed
<p>Focus Points:</p> <ul style="list-style-type: none"> • Tone shift: optimism within the tragedy: Edgar, Albany, Kent, and Lear represent 'the good' • Lear's purification through his suffering • Edgar's vindication • Theme of justice <p>Possible topics for discussion/journal response of scene i:</p> <ul style="list-style-type: none"> • How is the division between Goneril and Regan furthered? (RL1, RL2, SL1) <p>Possible topics for discussion/journal response of scene ii:</p> <ul style="list-style-type: none"> • How does Gloucester's attitude reflect the general attitude of the play? (RL1, RL2, SL1) <p>Possible topics for discussion/journal response of scene iii:</p> <ul style="list-style-type: none"> • Why does it seem that Edmund has more power than any other characters? (RL1, RL2, SL1, W2) • In what manner and under what authority does Albany reclaim any power that Edmund may have? (RL1, RL2, SL1) • Under what circumstances may Edgar answer Edmund's challenge? (RL1, RL2, SL1, L4, L5) • How does Edmund justify or reconcile himself with his fall from grace? (RL1, RL2, SL1, L4, L5) • What one act would provide possible redemption for Edmund, and why is Edmund compelled to perform that act? (RL1, RL2, SL1) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p>

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Points of Emphasis for *Long Day's Journey Into Night*

Act I	Standards Addressed
<p>Focus points:</p> <ul style="list-style-type: none"> • purpose of stage direction • characterization • conflict <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • What do the opening stage directions reveal about the Tyrone family? What other information do we learn through stage direction? (RL1, RL2, SL1, L5) • What character flaws are revealed in the first Act? How does O'Neill want us to feel about those flaws? (RL1, RL2, SL1, L3, L4) • What conflicts are introduced between the characters in Act 1, and what seems to be their causes? (RL1, RL2, SL1) • What seems to be the source of the tension between Edmund and Mary? How are their internal conflicts causing this external conflict? (RL1, RL2, SL1, L4, L5) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or</p>

	<p>complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Act II	Standards Addressed
<p>Focus points:</p> <ul style="list-style-type: none"> • Substance abuse as escape • Mary's fatalism • Why the two scenes occur within thirty minutes of one another • Conflict between Edmund and Tyrone • Differences between Jamie and Edmund • Themes of alienation and deception • Religion <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Scene I Questions: <ul style="list-style-type: none"> ○ How are deceptions, both trivial and serious, enacted in this opening scene? (SL3, RL1, RL2, L5) ○ How does the stage direction deepen our understanding of the family's dynamics? (RL1, RL5, W4) ○ In what ways do Tyrone's sons fail to understand him, and how might this create sympathy for him? (RL1, RL2, SL3, L5) • Scene II Questions: <ul style="list-style-type: none"> ○ What role does religion play in the Tyrone's family dysfunction? What is meant by the Nietzsche allusion? (RL1, RL2, SL1, L3, L4, L5) ○ To what degree is Mary aware of Edmund's sickness? How do you know? (RL1, RL2, SL1) ○ What is the nature of Mary's disappointment with her husband? (RL1, RL2, SL1, L4, L5) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p>

	<p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Act III	Standards Addressed
<p>Focus points:</p> <ul style="list-style-type: none"> • Structure • theme of addiction • characterization <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • The play is structured around meals. How does O'Neill use meals to show the declining state of the family? (RL1, RL2, SL1, L5) • What is the source of the resentment Mary feels toward her husband? Is it justified? (RL1, RL2, SL1, W2, W4) • What purpose does addiction serve the members of the O'Neill family? How do these addictions affect your ability to sympathize with the characters? (L3, SL1, W2) • Why is Mary so protective of Edmund? Why does she see Edmund's illness as punishment from God? (RL1, RL2, SL1, W4) • Contrast Tyrone's original comment to Mary that her addiction is a "curse put on you without your knowing or willing it" and his harsh criticism on the next page that she is heading upstairs to 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-</p>

<p>take more of her "God-damned poison?" Why the sudden shift in his view of her? (RL1, RL2, SL1, L3, L4, L5)</p>	<p>12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Act IV	Standards Addressed
<p>Focus points:</p> <ul style="list-style-type: none"> • Metaphor • Characterization • resolution <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • What is the significance of the argument Edmund has with his father about literature? How is it a metaphor for the problems present in their relationship? (RL2, SL3, SL4, L3) • What do the ocean and the fog represent to Edmund? The foghorn throughout the play serves to remind us of the fog around the 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics</p>

<p>Tyrone home. What is its metaphorical value to the play? (RL2, L4, L5)</p> <ul style="list-style-type: none"> • What complications had Edmund's birth brought to each member of the Tyrone family? Given those complications, what is the significance of him wishing he was born as a fish or a seagull? (RL1, RL2, SL1, L4, L5) • How does O'Neill manage to give us some semblance of hope despite the hopelessness of the characters? (SL2, W4, L4, L5) • What is the significance of the plays' title? (L4, L5, SL2) 	<p>or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Summative Assessment

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

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (11-12.R.L.4)	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.R.L.7)	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)
			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. (11-12.L.3)
Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11-12.L.3a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies. (11-12.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. (11-12.L.4a)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11-12.L.5)
			Analyze nuances in the meaning of words with similar denotations. (11-12.L.5b)

Assessment for *King Lear* & *Long Day's Journey into Night*: Close Reading (Objective and Two Short Answer Sections)

Goal: Understanding the nuances of language, and author's choices and how they impact meaning.

Assessment:

(50%) Objective Questions: 25 (relating to use of language)

(50%) Short Answer: Analysis of a passage from *King Lear* and from *Long Day's Journey into Night*

Part One: Twenty-Five Objective Questions

Part Two A: *King Lear*

Read the following soliloquy from *King Lear* and, keeping the attached rubric in mind, analyze it for the following:

- Q1: Given the content, why does Shakespeare present it as a soliloquy?
- Q2: Why does Shakespeare choose to reveal Edmund's contention at this point?
- Q3: How does the soliloquy contribute to the overall tone and theme of the play?
- Q4: How do repeated words deepen our understanding of Edmund's resentment?

King Lear, Act I Scene ii

Edmund

Thou, nature, art my goddess; to thy law
My services are bound. Wherefore should I
Stand in the plague of custom, and permit
The curiosity of nations to deprive me,
For that I am some twelve or fourteen moon-shines
Lag of a brother? Why bastard? wherefore base?
When my dimensions are as well compact,
My mind as generous, and my shape as true,
As honest madam's issue? Why brand they us
With base? with baseness? bastardy? base, base?
Who, in the lusty stealth of nature, take
More composition and fierce quality
Than doth, within a dull, stale, tired bed,
Go to the creating a whole tribe of fops,
Got 'tween asleep and wake? Well, then,
Legitimate Edgar, I must have your land:
Our father's love is to the bastard Edmund
As to the legitimate: fine word,--legitimate!
Well, my legitimate, if this letter speed,
And my invention thrive, Edmund the base
Shall top the legitimate. I grow; I prosper:
Now, gods, stand up for bastards!

Part Two B: *Long Day's Journey Into Night*

Read the following speech from *Long Day's Journey Into Night* and, keeping the attached rubric in mind, analyze it for the following:

- Q1: Given the content, why does O'Neill present it as a conversation between Mary and her sons?
- Q2: Why does O'Neill give so much direction on how Mary's lines are to be delivered?
- Q3: How does the speech contribute to the overall tone and theme of the play?
- Q4: How do repeated words deepen our understanding of Mary's unhappiness?

***Long Day's Journey Into Night, Act II Scene i* Mary**

With a resentment that has a quality of being automatic and on the surface while inwardly she is indifferent.

Yes, it's very trying, Jamie. You don't know how trying. You don't have to keep house with summer servants who don't care because they know it isn't a permanent position. The really good servants are all with people who have homes and not merely summer places. And your father won't even pay the wages the best summer help ask. So every year I have stupid, lazy greenhorns to deal with. But you've heard me say this a thousand times. So has he, but it goes in one ear and out the other. He thinks money spent on a home is money wasted. He's lived too much in hotels. Never the best hotels, of course. Second-rate hotels. He doesn't understand a home. He doesn't feel at home in it. And yet, he wants a home. He's even proud of having this shabby place. He loves it here.

She laughs- a hopeless and yet amused laugh.

It's really funny, when you come to think of it. He's a peculiar man.

Part Two: Short Answer Questions

CATEGORY	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Q1: Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)	Exemplary analysis of how author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact	Acceptable analysis of how author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact	Limited analysis of how author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact	Poor analysis of how author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact
Q2: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)	Exemplary evaluation of a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Acceptable evaluation of a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Limited evaluation of a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Poor evaluation of a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used..
Q3: 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. (11-12.L.3)	Exemplary explanation of how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	Acceptable explanation of how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	Limited explanation of how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	Poor explanation of how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
Q4: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11-12.L.5)	Exemplary demonstration of understanding of figurative language, word relationships, and nuances in word meanings	Acceptable demonstration of understanding of figurative language, word relationships, and nuances in word meanings	Limited demonstration of understanding of figurative language, word relationships, and nuances in word meanings	Poor demonstration of understanding of figurative language, word relationships, and nuances in word meanings

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	Extending Ideas and Presenting Meaning (Unit 5)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	18 instructional days (six curricular weeks)

Overarching Standards (OS)
<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.L.10)</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.I.10)</p> <p>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 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p>

Priority Standards: CCSS
<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.R.L.7)</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. (11-12.W.7)</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.8)</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11-12.S.L.4)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (11-12.L.1b)

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, including determining where the text leaves matters uncertain. (11-12.R.L.1)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11-12.R.L.4)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.I.T.1)

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.I.T.2)

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (11-12.I.T.9)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11-12.W.1a)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1b)

Use words, phrases, and clauses as well as varied syntax 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. (11-12.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. (11-12.W.1d)

Provide a concluding statement/section that follows from/supports the argument presented. (11-12.W.1e)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11.12.W.2a)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (11-12.W.2b)

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (11-12.W.2c)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.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. (11-12.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). (11-12.W.2f)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11-12.W.3)

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (11-12.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11-12.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. (11-12.W.3d)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.W.5)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (11-12.W.9)

Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (11-12.W.9a)

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). (11-12.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. (11-12.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 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (11-12.S.L.3)

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. (11-12.S.L.5)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (11-12.S.L.1a)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Observe hyphenation conventions. (11-12.L.2a)

Spell correctly. (11-12.L.2b)

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. (11-12.L.3)

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11-12.L.3a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (11-12.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. (11-12.L.4a)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). (11-12.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, its etymology, or its standard usage. (11-12.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). (11-12.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11-12.L.5)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Analyze nuances in the meaning of words with similar denotations. (11-12.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. (11-12.L.6)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
ANALYZE EVALUATE	multiple interpretations of a story, drama, or poem how each version interprets the source text	6
CONDUCT NARROW or BROADEN SYNTHESIZE	short as well as more sustained research projects to: <ul style="list-style-type: none"> • answer a question • solve a problem the inquiry multiple sources on the subject	
GATHER USE ASSESS INTEGRATE AVOID	relevant information from multiple authoritative print and digital sources advanced searches effectively strengths and limitations of each source information into the text to maintain flow of ideas plagiarism and overreliance on any one source	
PRESENT CONVEY	Information, findings, and supporting evidence A clear and distinct perspective such that: <ul style="list-style-type: none"> • listeners can follow the reasoning • alternative/opposing perspectives are addressed • organization is appropriate 	
DEMONSTRATE	command of the conventions of standards English when: <ul style="list-style-type: none"> • writing • speaking 	
RESOLVE	issues of complex or contested usage by consulting references	

Essential Questions

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

Vocabulary

Subject(s)	English language arts
Grade/Course	Grade 11
Unit of Study	Connecting and Integrating Knowledge and Ideas (Unit 6)
Unit Type(s)	X Skills-based <input type="checkbox"/> Thematic
Pacing	18 instructional days (six curricular weeks)

Overarching Standards (OS)
<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.L.10)</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.R.I.10)</p> <p>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 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p>

CCSS Priority Standards
<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11-12.R.I.7)</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11-12.S.L.2)</p>

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, including determining where the text leaves matters uncertain. (11-12.R.L.1)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11-12.R.L.4)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.R.L.7)

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11-12.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, including determining where the text leaves matters uncertain. (11-12.I.T.1)

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.I.T.2)

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). (11-12.I.T.8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11-12.W.1a)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level,

concerns, values, and possible biases. (11-12.W.1b)

Use words, phrases, and clauses as well as varied syntax 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. (11-12.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. (11-12.W.1d)

Provide a concluding statement/section that follows from/supports the argument presented. (11-12.W.1e)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11-12.W.2a)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (11-12.W.2b)

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (11-12.W.2c)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.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. (11-12.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). (11-12.W.2f)

Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. (11-12.W.3)

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (11-12.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11-12.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. (11-12.W.3d)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

the narrative. (11-12.W.3e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.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. (11-12.W.7)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.8)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (11-12.W.9)

Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (11-12.W.9a)

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). (11-12.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. (11-12.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 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises,

links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11-12.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. (11-12.S.L.5)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (11-12.L.1a)

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (11-12.L.1b)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Observe hyphenation conventions. (11-12.L.2a)

Spell correctly. (11-12.L.2b)

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. (11-12.L.3)

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11-12.L.3a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (11-12.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. (11-12.L.4a)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (11-12.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, its etymology, or its standard usage. (11-12.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). (11-12.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11-12.L.5)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Analyze nuances in the meaning of words with similar denotations. (11-12.L.5b)

Unwrapped Priority Standards

Skills <i>What must students do?</i>	Concepts <i>What must students know?</i>	Bloom's Taxonomy Levels
INTEGRATE & EVALUATE	Multiple sources information presented in diverse media or formats in order to: <ul style="list-style-type: none">• Address a question• Solve a problem	6
INTEGRATE	Multiple sources of information presented in diverse formats and media to: <ul style="list-style-type: none">• Make informed decisions• Solve problems	6
EVALUATE	Credibility and accuracy of each source	

Essential Questions

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 Great Gatsby, a novel by F. Scott Fitzgerald

Vocabulary

Epigram	Supercilious	Fractious	Skepticism	Cynical	Peremptory
Intimation	Wag	Facet	Rakish	Hauteur	Deft
Cataract	Innuendo	Prodigality	Credulity	Tortuous	Contralto
Florid	Elude	Elusive	Convivial	Jaunty	Inept
Tantalize	Caterwaul	Crescendo	Chasm	Probity	Haughty
Affectation	Subterfuge	Insolent	Rajah	Sinister	Conservatory
Cardinal	Incredulity	Succulent	Vestige	Swathed	Somnambulatory
Nebulous	Insidious	Meretricious	Conceit	Ineffable	Gaudy
Reverie	Contingency	Debauchee	Brothel	Legacy	Antecedents
Proximity	Appall	Unprecedented	Euphemism	Obtrusive	Tentative
Menagerie	Abyss	Vigil	Portentous	Row	Gibberish
Libertine	Prig	Vicariously	Sagely	Truculent	Magnanimous
Grail	Presumptuous	Divot	Links	Forlorn	Pneumatic
Fortuitous	Amorphous	Corrugated	Adventitious	Pasquinade	Superfluous
Ejaculate	Bulbous	Elocution	Poise	Interminable	Inquisition
Obliging	Refuse	Provincial	Squeamish	Incoherent	Commensurate

Points of Emphasis

Chapter 1.....(21 pages)	Standards Addressed
<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Exposition • Style <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Reliability of narrator • The portrayal of the wealthy • How it represents the post WWI period in America • The effect of Fitzgerald’s diction • Introduction of the green light as a main symbol • Why Gatsby makes only a brief, nonspeaking appearance at chapter’s end 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>

Chapter 2.....(16 pages)	Standards Addressed
<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Style <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Reliability of narrator • The portrayals of the wealthy and the working poor • How it represents the post WWI period in America • The effect of Fitzgerald’s diction • Introduction of TJ Eckleburg’s eyes as a main symbol • Character motivations of Tom and Myrtle • Ambiguity of scene involving McKee 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>

Chapter 3.....(22 pages)	Standards Addressed
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<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Style • Introduction of titular character • Imagery <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Reliability of narrator • Subtext of conversations between Nick and Jordan • How it represents the post WWI period in America • The effect of Fitzgerald's diction • Introduction of Owl Eyes as a symbolic character • Ambiguity of Gatsby's identity 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Chapter 4.....(21 pages)	Standards Addressed
Points of emphasis:	Cite strong and thorough textual evidence to support analysis of what the text says

<ul style="list-style-type: none"> • Style • Theme • Plot development • Characterization <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Reliability of narrator • Various “truths” about Gatsby’s identity and how we, as readers, vet them • How it represents the post WWI period in America • The effect of Fitzgerald’s diction • Introduction of Meyer Wolfsheim as a symbolic character • Nick and Jordan’s developing relationship 	<p>explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Chapter 5.....(17 pages)	Standards Addressed
Points of emphasis: <ul style="list-style-type: none"> • Style 	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text

<ul style="list-style-type: none"> • Imagery • Character Development • Conflict • Symbolism <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Reliability of narrator • Gatsby's social ineptitude and its ramifications • Making inferences about Daisy's state of mind • The effect of Fitzgerald's diction • Humor techniques • Further development of the symbolic green light • Further questions about the origin of Gatsby's wealth and the nature of his business • Symbolism of the broken clock • Symbolism of Gatsby's scrapbook • Symbolism of the shirts • Symbolism of weather 	<p>leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Chapter 6.....(16 pages)	Standards Addressed
<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Gatsby's actual "back story" • Style 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p>

<ul style="list-style-type: none"> • Class stratification • Symbolism • Theme <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Reliability of narrator • Class differences between East Egg and West Egg • How it represents the post WWI period in America • The effect of Fitzgerald's diction • Class stratification • Gatsby's social ineptitude • Pathos • Reinvention of self • What Dan Cody contributes to our understanding of Gatsby 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Chapter 7.....(35 pages)	Standards Addressed
<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Style • Imagery 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p>

<ul style="list-style-type: none"> • Conflict • Symbolism • Allusion • Climax • Plot device of “car switching” <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Reliability of narrator • Characterization of Daisy • Symbolism of Nick’s birthday • Contrast of Wilson’s and Tom’s reactions to their wives’ infidelities • Imagery (esp. scenes at the Buchanan’s house) • The importance of Gatsby meeting Pammy • The “car switching” as plot device • The brutally hot weather and subsequent tensions • Use of Manhattan as occasional setting • Tom’s confidence after the showdown at the Plaza • Myrtle’s accidental death • Symbols of Eckleburg, wedding march, etc. • Nick and Jordan’s breakup • The meaning of Gatsby’s vigil • Tom and Daisy’s conspiracy begins 	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Chapter 8.....(17 pages)	Standards Addressed
<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Style • Imagery • Falling action 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development</p>

<ul style="list-style-type: none"> • Symbolism • Gatsby and Wilson’s deaths • Structure <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Reliability of narrator • Loss of faith and real values in post WWI era • Pathos of all deaths • Owl Eyes’ return, the weather • Nick as moral compass • How the seasons are used to structure the arc of the plot • Final assessment of Daisy • Meaning of Nick’s last words to Gatsby 	<p>over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Chapter 9.....(19 pages)	Standards Addressed
<p>Points of emphasis:</p> <ul style="list-style-type: none"> • Denouement • Nick’s return to the Midwest • Mr. Gatz’s visit • Link to Franklin’s <i>Autobiography</i>, 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to</p>

<p>moral perfection experiment and thirteen virtues</p> <ul style="list-style-type: none"> • Myth of American Dream <p>Possible topics for discussion/journal response:</p> <ul style="list-style-type: none"> • Gatsby's sparsely attended funeral • Loss of faith and real values in post WWI era • Pathos of all deaths • Owl Eyes' return, the weather • Nick as moral compass • How the seasons are used to structure the arc of the plot • Tom and Daisy's culpability in Gatsby's murder • Lyricism of the novel's final page • Final analysis of the green light's symbolism • Nick's view that the wealthy are above the law in America 	<p>produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.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. (11-12.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 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.S.L.1c)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p>
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Summative Assessment

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

<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11-12.R.I.7)</p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11-12.S.L.2)</p>	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.R.L.2)</p>	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.I.T.6)</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p>
<p>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. (11-12.S.L.5)</p>	<p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11-12.W.2a)</p>	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11-12.W.2b)</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. (11-12.W.7)</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, including determining where the text leaves matters uncertain. (11-12.R.L.1)</p>

The Prompt:

The American Dream has traditionally been characterized by freedom and the opportunity for upward social mobility achieved by success and prosperity resulting from honest labor.

You will produce a ten-minute multimedia presentation analyzing the viability of American Dream and comparing or contrasting it with Fitzgerald’s view as portrayed in *The Great Gatsby*.

You will need to begin by obtaining teacher approval for your topic. You are required to use a minimum of three vetted sources **in addition to** the novel. Options for multimedia presentation include any combination of Prezi, Animoto, short film, Power Point, or other media pending teacher approval. Your presentation will be assessed by your teacher and evaluated by your classmates according to the attached rubrics.

Fitzgerald observes that the American Dream exists only as a myth; you will argue for or against the text in one of the following ways:

- The American Dream is achievable
- The American Dream was achievable in the past
- The American Dream is not achievable

Summative Assessment Scoring Rubric

	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1
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Integration of sources (11-12.R.I.7)	Exceptional evidence of source integration	Strong evidence of source integration	Acceptable evidence of source integration	Limited evidence of source integration	No evidence of source integration
Vetting of sources (11-12.S.L.2)	Exceptional evidence of source vetting	Strong evidence of source vetting	Acceptable evidence of source vetting	Limited evidence of source vetting	No evidence of source vetting
Analysis of theme (11-12.R.L.2)	Insightful analysis of American Dream vis a vis Fitzgerald's	Strong analysis of American Dream vis a vis Fitzgerald's	Acceptable analysis of American Dream vis a vis Fitzgerald's	Weak analysis of American Dream vis a vis Fitzgerald's	No analysis of American Dream vis a vis Fitzgerald's
POV/Diction of novel (11-12.I.T.6)	Profound awareness of the impact of author's style	Strong awareness of the impact of author's style	Some awareness of the impact of author's style	Limited awareness of the impact of author's style	No awareness of the impact of author's style
Student argument (11-12.W.1)	Richly developed stance on the analysis of the American Dream	Clear stance on the analysis of the American Dream	Evident but less developed stance on the analysis of the American Dream	Poorly developed stance on the analysis of the American Dream	No evident stance on the analysis of the American Dream
Presentation media (11-12.S.L.5)	Exemplary selection and execution of presentation media	Appropriate selection and execution of presentation media	Adequate selection and execution of presentation media	Inadequate selection and execution of presentation media	Poor selection and execution of presentation media
Structure of presentation (11-12.W.2a)	Exemplary cohesiveness of presentation	Consistent cohesiveness of presentation	Generally cohesive presentation	Inconsistent cohesiveness of presentation	No cohesiveness of presentation
Use of supportive quotations and details (11-12.W.2b)	Exemplary integration of relevant textual evidence	Strong integration of relevant textual evidence	Acceptable integration of relevant textual evidence	Limited integration of relevant textual evidence	No integration of relevant textual evidence
Depth and application of research (11-12.W.7)	Evidence of extensive research	Evidence of significant research	Some evidence of research	Little evidence of research	No evidence of research
Textual Analysis (11-12.R.L.1)	Insightful textual analysis	Strong textual analysis	Acceptable textual analysis	Weak textual analysis	No textual analysis

