

Unit Focus:	Unit Description:
Tradition and Reason: The Restoration and the 18th Century	In this unit, students will consider the role of text structure, development of author's purpose and point of view, rhetoric, and satire by reading both literary and informational from the Restoration and the 18 th century. As part of their study, students will also acquire and use grade-level appropriate vocabulary. Students will focus on argumentative writing, with appropriate grammar study embedded.
Standards and Learning Targets	
<p>Access Henry County District Learning Targets here.</p> <p>READING</p> <p>ELAGSE11-12RI5: 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.</p> <p>ELAGSE11-12RI6: 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.</p> <p>ELAGSE11-12RL6: 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).</p> <p>WRITING</p> <p>ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>LANGUAGE</p> <p>Grammar</p> <p>ELAGSE11-12L3: 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.</p> <ol style="list-style-type: none"> 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 (<i>reflexive and intensive pronouns, coordinating and subordinating conjunctions, direct and indirect quotations, participles/ participial phrases, subordinate clauses and relative pronouns, elevated language, active and passive voice</i>) <p>Vocabulary</p> <p>ELAGSE11-12L4: 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.</p> <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or 	

clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

d. 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).

ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

b. Analyze nuances in the meaning of words with similar denotations.

Embedded: *(These standards should not be taught or assessed in isolation but are part of ongoing learning throughout all units. These standards should support the focus standards in the unit.)*

RL1	RL1	RL1	RL1
RI1	RI1	RI1	RI1
RL4	RL4	RL4	RL4
RI4	RI4	RI4	RI4

Language Standards: L1-L6

Speaking and Listening: SL1-SL6

Honors Framework Principles

In addition to meeting the expectations outlined for traditional courses, Honors English courses meet the expectations outlined below:

Embedded opportunities for advanced analysis and synthesis of texts paired with expression of complex ideas in writing

1. Close Observation and Analysis: As students encounter texts, art, graphs, maps, problems, and other source materials, they will learn to first engage in deep, close observation before being asked to explain and then apply or evaluate.
2. Evidence-Based Writing: Students craft claims in science, analyze sources in history, provide explanations to problems in math, demonstrate reading comprehension in ELA, and critique artistic choices in the arts. They begin with a focus on the sentence before progressing to paragraph- and essay-level writing.
3. Higher-Order Questioning: Students are encouraged to grapple with questions that spark curiosity and promote productive critical thinking skills so they can succeed on unfamiliar, new tasks.
4. Academic Conversations: Students must be engaged, active participants in their learning. Honors offers frequent opportunities for students to compare, critique, debate, and build upon others' ideas.

**Adapted from the 2021 Honors Framework English 1 and English 2 Course Guides*

Language of the Standards

Author's Purpose (RI5, RI6, RL6)	Satire (RL6)
Text structure (i.e., abstract, precis, letters, journals, diaries, speeches, essay) (RI5)	Sarcasm (RL6)
Organizational Patterns (i.e., chronological order, comparison/contrast, order of importance) (RI5)	Irony (RL6)
Logic (RI5)	Understatement (RL6)
Evidence (RI5)	Pun (RL6)
Syntax (RI5)	Controlling images (RL6)
Fluency (RI5)	Extended Metaphor (RL6)
	Hyperbole (RL6)
	Paradox (RL6)
	Argumentative Writing (W1)
	Claim (W1)
	Substantive Topics (W1)
	Reasoning (W1)

Suggested Text(s)

****Use both extended texts and shorter texts that have been vetted for appropriateness and relation to the unit theme. Please make all texts available for preview prior to instruction. Teachers should make text substitutions for any texts that parents/guardians or students find objectionable.****

Short Texts From *Into Literature*, Unit 3: Tradition and Reason

- "from *The Rape of the Lock*" (Pope)—poem
- *"A Modest Proposal" (Swift)—satire*
- *"Satire is Dying Because the Internet is Killing It" (Mahdawi)—Editorial*
- "from *The Journal and Letters of Fanny Burney: An Encounter with King George III*" (Burney)—Diary
- *"from *A Vindication of the Rights of Woman*" (Wollstonecraft)—Argument*
- *"Education Protects Woman from Abuse" (Khazan)—Article
- "from *A Journal of the Plague Year*" (Defoe)—Novel Excerpt

Textual Features (i.e. in-text citation, footnotes, glossary) (RI5)	Evidence (W1)
Rhetoric (RI5, RI6)	Counterclaim (W1)
Logos (RI6)	Organizational Structure (W1)
Pathos (RI6)	Strengths (W1)
Ethos (RI6)	Limitations (W1)
Syllogism (RI6)	Transitions (W1)
Logical Fallacy (RI6)	Cohesion (W1)
Bias (subtle and overt) (RI6)	Style (W1)
Claim (RI6)	Diction (W1)
Counterclaim (RI6)	Syntax (W1)
Precis (RI6)	Objective Tone (W1)
Point of view (RL6)	Conclusion (W1)
	Perspective (RL6)

- “from *Inferno: A Doctor’s Ebola Story*” (Hatch)—Memoir
- “Elegy Written in a Country Churchyard” (Gray)—Poem
- “One Below Gas Station, Virginia Cemetery Restored” (Andrews)—Article
- “On Her Loving Two Equally” (Behn)—Aphra
- **“King George’s Letters Betray Madness, Computer Finds”* (Wiesberger)—Article*

Extended Texts Suggested to Support *Into Literature* Unit 3: Tradition and Reason

- *Gulliver’s Travels* (Swift)
- *Robinson Crusoe* (Defoe)
- *Year of the Hangman* (Blackwood)
- *Brave New World* (Huxley)
- *Slaughterhouse Five* (Vonnegut)

*May also serve as Mentor Texts for Argumentative Writing

Week by Week Summary

During each week of instruction, in addition to meeting the expectations outlined for traditional courses, instructional design of Honors English courses should meet the expectations outlined in Honors Framework principles provided. A synopsis of each week follows:

Week 13: Students will determine purpose in a variety of texts and consider how an author’s diction develops tone and conveys purpose; students will also deconstruct texts to consider the effectiveness of the text’s structure; students will write in response to texts, explore exemplar argumentative writing, and develop precise, knowledgeable claims.

Week 14: Students will further explore argumentative texts, evaluating the components of an argument, the structure of the argument, and the rhetorical appeals used to develop the author’s claim. Students will also evaluate the types of evidence used in informational and argumentative texts and compare structure across genres. Students will write in response to texts and develop argumentative writing craft by considering structure and incorporating logical evidence to support claims and reasons

Week 15: Students will analyze the development of tone and meaning in a literary text or memoir, as well as examine how syntax conveys author’s message and purpose. Students will write in response to texts and vary diction and syntax (including using rhetorical devices and persuasive techniques) in argumentative writing to support the author’s purpose.

Week 16: Students will analyze satire, considering how satirical elements, along with diction and syntax, support authors in conveying a specific purpose and message. Students will write in response to texts and develop engaging introductory and concluding sections of an argument.

Week 17: Students will analyze satire, comparing structure to that of more serious writing genres. Students will also consider how satirists use rhetorical strategies and appeals to develop an argument, even though the content is absurd. Students will write in response to texts and use a problem-solution structure to write in a satiric style.

Week 18: Students will analyze arguments, considering how text structure, rhetoric, and style support and develop an author’s purpose. Students will also examine political cartoons as forms of satire. Students will write in response to texts and develop both extended argumentative writing and related satire.

Week 18.5: Students will continue to analyze and evaluate text structure, author’s purpose, rhetoric, style, and satire. Students will publish argumentative writing demonstrating various argumentative elements and techniques, as well as compose related satire.

Suggested Learning Tasks (Choose from these activities or select others to meet the needs of students.)

*In addition to the tasks below, students may engage in independent reading or book clubs around various extended texts. See more standards-aligned task suggestions in weekly planning guides.

READING FOCUS W/ HONORS EXTENSION

- Students may work in small groups to conduct a close analysis of specific sections of the text. Students should analyze and discuss the author's use of rhetorical devices to convey the argument and achieve the intended purpose. Students should focus on the *why* behind each choice made by the author. Students should share their analysis with the other groups, arguing the importance of their assigned section in achieving the author's purpose. (RI1, RI5, RI6, SL1) **(Honors Framework Principle #1, #3, #4)**
- Students may compare and contrast the portrayal of women in texts from the same and different time periods (i.e. "Vindication of the Rights of Woman," "On Loving Two Equally," and "Education Protects Women from Abuse"). Students should synthesize the argument about women made explicitly or implicitly about women by each author and explain any discrepancies in views across time periods or based on cultural factors. (RI1, RI2, RI6, RI9, W4, W9) **(Honors Framework Principle #1, #3)**
- Students may conduct a close analysis of the language used in the text, considering how diction develops tone and contribute to the author's purpose or narrators' perspective. Students may focus on unfamiliar words or words with nuanced meanings. "A Journal of the Plague Year" would work well for this task. Students should explore how each word impacts the overall meaning of the text. (RI1, RI4, RI5, RI6, L4, L5a, L5b). **(Honors Framework Principle #1, #3)**
- Students may conduct a close reading analysis of a satirical text or a section of a satirical text. Students should evaluate the effect of specific satirical devices and consider the impact of the author's choice to use satire as the genre for delivery. Students may compare a satirical piece on a specific topic with a more traditional informative or argumentative piece of writing on the same topic, considering use of structure, rhetoric, and style in each. (RI1, RI5, RI6, RL6, RI9, L3a, L5a) **(Honors Framework Principle #1, #3, #4)**
- Students may synthesize Swift's *A Modest Proposal* with modern day satire based on the same topic/theme through discussion or academic writing. Students may compare and contrast each author's purpose, structure, rhetoric, argument, and use of satirical techniques, as well as discuss how opinions of economics and bias toward the economic gap resonate with today's political and socio-economical climates. (RL6, RI5, RI6, L3a, L5a, SL3) **(Honors Framework Principle #1, #3, #4)**
- Students may practice determining the meaning of words and phrases through through reading and research by creating non-linguistic representations of words, developing connections with new words, including learning synonyms and antonyms, incorporating vocabulary in discussion and writing, and drawing connections between established and new vocabulary. (L4a, L4b, L4c, L4d, L6) **(Honors Framework Principle #1)**

WRITING FOCUS W/ HONORS EXTENSION

EXTENDED WRITING PROCESS OPPORTUNITY:

- Students may develop a formal extended argument based on a societal concern from 18th century British culture that resonates with modern life (i.e. mental illness, women's rights, disease and epidemic, elitism, poverty, etc.). This extended writing task may develop over several weeks and include all parts of the writing process. Students should incorporate information from texts within the unit, as well as conduct additional research, and use both historical and modern examples to develop a well-rounded, substantive argument. (W1, W4, W5, W6, W7, W8, W9, L1, L2, L3) **(Honors Framework Principle #1, #2)**
- As an extension to a formal argument (mentioned above), students may compose or create satire that mocks what students perceive to be the flaw in how Americans tend to approach the serious societal concern. Students may write Horatian or Juvenalian satire that mocks the ways in which many people seem to minimize the gravity of serious issues. Students may present their satire in written or video form. Students should engage in close analysis of the work of their peers, evaluating the satirical techniques used and their impact on the audience. (W1, W4, W9, SL2, SL4, SL6, L1, L2, L3) **(Honors Framework Principle #1, #2, #4)**

OPPORTUNITIES TO DEVELOP WRITING SKILLS/WRITING CRAFT:

- Students may develop a problem-solution essay considering possible solutions for working with different sectors of society (e.g. the media, politicians, young children, the elderly, parents, etc.) to prevent an epidemic and limit the spread of disease. (**This argumentative essay suggestion is from HMH Unit 3 and was written as a student task before the coronavirus pandemic. If this writing topic is not appropriate for your students, please consider a different topic.) Students should write for a specific audience and use elements of structure, rhetoric, and style to cater the writing to the intended audience. Students may use a jigsaw strategy in which multiple students write on the same topic but for different audiences or about different sectors of society. (W1, W4, W5, W6, W7, W8, W9, L3a) **(Honors Framework Principle #1, #2)**

- Students may conduct research to locate and closely analyze a piece of satire published on social media that was not correctly interpreted by the public as satire. Students should evaluate the author’s use of satirical techniques and develop an argument as to why the text was not originally viewed in the correct light. (RL6, W1, W4, W7, W8, W9) **(Honors Framework Principle #1, #2, #3)**

OPPORTUNITIES FOR WRITING ABOUT READING/WRITING FROM SOURCES:

- Students may compare and contrast examples of Horatian and Juvenalian satire, especially considering the purpose, structure, and use of rhetoric and style in each. Students should then consider multiple topics for satire and argue which type of satire would be most effective for an intended audience. (RI5, RI6, RL6, W1, W4, W9) **(Honors Framework Principle #1, #2, #3)**
- Students may write a short argument about the use of satire and its impact in presenting and defending a claim. Students may use contemporary examples to evaluate whether most audiences are able to recognize satire as opposed to truth. (W1, W4) **(Honors Framework Principle #1, #2, #4)**
- [See Constructed Response and Argumentative essay related to “Vindication of the Rights of Woman” and “Education Protects Women from Abuse.”](#)
- [See Constructed Response and Argumentative essay related to A Modest Proposal.](#)
- [See AP Style Rhetorical Analysis Task related to “Education Protects Women from Abuse.”](#)
- [See AP Style Rhetorical Analysis Task related to “Vindication of the Rights of Men.”](#)

Research Integration Opportunities

The following research topics may be explored through short or sustained research opportunities in the unit. Students may reflect on or present their research through writing and/or speaking and listening.

- Students may choose a historically marginalized group as the basis for a short argument writing. Students should answer the question: What keeps marginalized group from achieving equality with majority group? Students should consider evidence for both sides of the issue in order to develop the strongest claim, reasons, and evidence. As relevant, students should incorporate direct/indirect quotations from sources, including both those read in class, those read independently, and any additional research. (W1, W4, W9, L3a) **(Honors Framework Principle #1, #2)**
- Students may conduct additional research to compare and contrast the British monarchy during King George III’s reign and the modern monarchy of England, including the role that the monarchy plays in political and civil life. Students may develop a short argument about which model of monarchy is most effective for a specific purpose or about whether the modern monarchy of England should be abolished. (W7, W8, W1, L3a) **(Honors Framework Principle #1, #2)**
- Students may research recent changes to educational laws in the United States. What are states trying to limit, and why? How do these laws infringe upon the educational rights of various groups? (W7, W8, W1) **(Honors Framework Principle #1, #2)**

Suggested Technology Integration

To extend the unit theme, students may choose a reading selection and create a sketchnote to help someone understand a challenging text. See HMH Unit 3 Media Project for more details.

Students may use audio/visual digital tools to create a satirical clip to support extended argumentative writing.

Other Resource(s) Suggestions/Links

Additional Resources to Support “The Journal and Letters of Fanny Burney”:

- “The Journal and Letters of Fanny Burney”: Respond Language Conventions
- “The Journal and Letters of Fanny Burney”: Respond Vocabulary
- [“Letters May Prove George III Madness Theory”](#)

Additional Resources to Support A Vindication of the Rights of Woman:

Additional Resources for Political Cartoons:

- [US News and World Report Catalog of Political Cartoons \(vet for appropriateness\)](#)
- [Library of Congress’s Cartoon Analysis Guide](#)

Additional Texts in HMH that May Support the Unit Theme:

Literary

- “The Holding On Night” (800L)—HMH Text Library

- Reading Studio: *A Vindication of the Rights of Woman*: Summary/Adapted Text
- **Literary Text Pairing:** “On Loving Two Equally” (*intoLiterature*, Collection 3, independent reading)
- “Vindication of the Rights of Woman”: Respond Language Conventions
- “Vindication of the Rights of Woman”: Respond Vocabulary
- “Education Protects Women from Abuse”: Respond Language Conventions
- “Education Protects Women from Abuse”: Respond Vocabulary

Additional Resources to support “Journal of a Plague Year” and “Inferno: A Doctor’s Ebola Story”:

- **Literary Text Pairing:** *Elegy Written in a Country Churchyard* (Into Literature, Collection 3, independent reading)
- **Literary Text Pairing:** “One Below Gas Station, Virginia Cemetery Restored” (Into Literature, Collection 3, independent reading)
- “A Journal of the Plague Year”: Respond Language Conventions
- “A Journal of the Plague Year”: Respond Vocabulary
- “Inferno: A Doctor’s Ebola Story”: Respond Language Conventions
- “Inferno: A Doctor’s Ebola Story”: Respond Vocabulary
- Reading Studio: *Inferno: A Doctor’s Ebola Story* Text Sketch (English and Spanish)—Tier I Re-engagement
- Reading Studio: *Inferno: A Doctor’s Ebola Story* Summary/Adapted Text--Tier I Re-engagement

Additional Resources to Support “A Modest Proposal”:

- “A Modest Proposal”: Respond Language Conventions
- “A Modest Proposal”: Respond Vocabulary
- Reading Studio: “A Modest Proposal” Close Read Practice (RL4, RL5, RL6)—Tier I Re-engagement
- Reading Studio: “A Modest Proposal” Close Read Screencast 1 (RL4, RL6)—Tier I Re-engagement
- Reading Studio: “A Modest Proposal” Close Read Screencast 2 (RL5, RL6)—Tier I Re-engagement
- Reading Studio: “A Modest Proposal” Text Sketch (English and Spanish)—Tier I Re-engagement
- Reading Studio: “A Modest Proposal” Summary/Adapted Text--Tier I Re-engagement

Additional Resources to Support “Satire is Dying Because the Internet is Killing It”:

Informational

- “The Educated Consumer” (satire, 900L)—HMH Text Library
- “Health Care of the Poor Today” (800L)—HMH Text Library
- “Malala’s Fight of Education” (1000L)—HMH Text Library
- “Seven Reasons to Keep a Diary” (1000L)—HMH Text Library

HMH Writing Studios:

- Interactive Writing Lessons: Writing Arguments--Overview; Introduction; What is a Claim? (W1a); Support: Reasons and Evidence (W1b); Building Effective Support (W1b); Creating a Coherent Argument (W1a, W1c); Persuasive Techniques; Formal Style (W1d); Concluding Your Argument (W1e); Assessment; Student Model

HMH Grammar Studios (May be used as Tier I Re-engagements for specific language standards addressed in this unit; see the 11th Grade ELA Resource Appendix for a list of other Grammar Studio lessons that may be applicable based on individual student need.)

- Interactive Grammar Lessons: **Agreement**—Agreement with Indefinite Pronouns; Pronoun Agreement
- Interactive Grammar Lessons: **Correct Pronoun Usage (L1a)**--Case of Personal Pronouns; The Nominative Case; The Objective Case; The Possessive Case; Special Pronoun Problems; Who and Whom
- Interactive Grammar Lessons: **The Phrase**—Participles and Participial Phrases
- Interactive Grammar Lessons: **The Clause**—Kinds of Clauses; The Adjective Clause; The Adverb Clause; The Noun Clause; Sentence Structure; Sentence Purpose
- Interactive Grammar Lessons: **Parts of Speech:** Conjunctions and Interjections
- Interactive Grammar Lessons: **Punctuation I**—Commas with Independent Clauses; Commas with Nonessential Elements; Commas with Introductory Elements; Commas with Other Sentence Interrupters; Other Uses of Commas
- Interactive Grammar Lessons: **Correct Use of Verbs (L1a)**— Active Voice and Passive Voice

HMH Vocabulary Studio:

- Interactive Vocabulary Lessons: **Vocabulary Studio**-- Using Context Clues (L4a); Analyzing Word Structure (L4b); Common Roots, Prefixes, and Suffixes (L4b); Understanding Word Origins (L4b, L4c); Synonyms and Antonyms (L4c, L5b); Analogies; Homonyms, Homographs, and Homophones (L4a, L4d); Words with Multiple Meanings (L4d)

- “Satire is Dying Because the Internet is Killing It”: Respond Vocabulary
- “Satire is Dying Because the Internet is Killing It”: Respond Language Conventions

Additional Resources to Support Analysis of Satire:

- [“A Satirical Elegy on the Death of a Late Famous General” \(Swift\)—Common Lit](#)
- [“The War Works Hard” \(Mikhail\)—Common Lit](#)
- [“Wealthy Teen Nearly Experiences Consequences” \(The Onion\)—Common Lit](#)
- [“Natural Selection Kills 38 Quadrillion Organisms in Bloodiest Day Yet” \(The Onion\)—Common Lit](#)
- Various satirical articles from *SatireWire*, *The Onion*, *NewsBiscuit*, and/or *Click Hole*
 - [Article for suggested use from SatireWire "Students demand war in easier to find countries"](#)
 - Article for suggested use from The Onion: ["New Education Standards"](#)
- Various Video Clips with Satire: [Key and Peele Teacher Draft \(YouTube\)](#), Stephen Colbert’s [“Modest Porpoisal”](#)

HMH Intervention, Review, and Extension (Peer Coach Videos, Guided Skills Practice, and Anchor Charts)

- Analyze Author’s Purpose (RI6)
- Analyze Figurative Language (L5a)
- Analyze Rhetoric (RI6)
- Cite Evidence (RI1)
- Determine Author’s Perspective (RI6)
- Determine Text Structure (RI5)
- Draw Conclusions (RI1)
- Evaluate Author’s Argument (RI6)
- Identify Author’s Purpose (RI6)
- Identify Characteristics of Persuasive Texts (RI5)
- Make Inferences (RI1)