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COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

English III

Transitional Curriculum

REVISED 2012

LOUISIANA DEPARTMENT OF EDUCATION

English III

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2012 Louisiana Transitional Comprehensive Curriculum **Course Introduction**

The Louisiana Department of Education issued the first version of the *Comprehensive Curriculum* in 2005. The *2012 Louisiana Transitional Comprehensive Curriculum* is aligned with Grade-Level Expectations (GLEs) and *Common Core State Standards (CCSS)* as outlined in the *2012-13 and 2013-14 Curriculum and Assessment Summaries* posted at <http://www.louisianaschools.net/topics/gle.html>. The *Louisiana Transitional Comprehensive Curriculum* is designed to assist with the transition from using GLEs to full implementation of the CCSS beginning the school year 2014-15.

Organizational Structure

The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. Unless otherwise indicated, activities in the curriculum are to be taught in 2012-13 and continued through 2013-14. Activities labeled as 2013-14 align with new CCSS content that are to be implemented in 2013-14 and may be skipped in 2012-13 without interrupting the flow or sequence of the activities within a unit. New CCSS to be implemented in 2014-15 are not included in activities in this document.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Transitional Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/lde/uploads/11056.doc>.

Underlined standard numbers on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for the course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the *Access Guide* icon found on the first page of each unit or access the guide directly at <http://sda.doe.louisiana.gov/AccessGuide>.



English III
Unit 1: The Colonial Period in American Literature

Time Frame: Approximately six weeks



Unit Description

This unit focuses on responding to the primary genres of the colonial period of American literature, such as myths, journals, historical accounts, and early poetry. Analysis will lead to a discovery of how each text relates to the historical context of the time. Activities will include a variety of comprehension strategies to analyze the effects of literary elements and devices and to connect these texts to real-life experiences in both short responses and multi-paragraph compositions. Vocabulary study will occur through defining words within the context of the literature. The writing focus on a personal narrative will include a study of the proper use of the conventions of grammar in the writing process.

Student Understandings

One of the essential goals of this unit is for students to identify how social and historical context has always helped to define Americans. This process is displayed in the written and visual communications from each time period. Students will analyze the literature of the colonial period to recognize that the literature, like the nation itself, was in the earliest stage of development and will realize that the literature reflects the diversity of each of the colonies. Students will provide supported responses to the texts and identify the effects of the literary elements and devices, particularly those related to histories, journals, and early poems.

Guiding Questions

1. Can students draw conclusions and make inferences about the development of the contemporary American identity from visual and written text?
2. Can students access and synthesize information from a variety of resources and present their findings in both written and oral responses?
3. Can students identify the primary characteristics of the colonial period and explain how they are reflected in the literature of the age?
4. Can students use a variety of strategies to analyze the significance of the major literary forms of the early American explorers and settlers?
5. Can students explain how the poet Anne Bradstreet's work does or does not represent typical Puritan literature?
6. Can students connect events from the past such as the Salem witchcraft trials to current events through verbal or written expression?
7. Can students use a writing process to develop a complex composition that connects their own personal experiences to the overall concept of an American identity?

Unit 1 Grade-Level Expectations (GLEs) and Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text and Benchmarks
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author's word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA-1-H1)
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including interpreting and evaluating presentation of events and information (ELA-7-H1)
09b.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including evaluating the credibility of arguments in nonfiction works (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)
09e.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including comparing and contrasting major periods, themes, styles, and trends within and across texts (ELA-7-H1)
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including making predictions and generalizations about ideas and information (ELA-7-H1)
09g.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including critiquing the strengths and generalizations about ideas and information (ELA-7-H1)
09h.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including synthesizing (ELA-7-H1)
14a.	Develop complex compositions, essays, and reports that include a clearly stated central idea/thesis statement (ELA-2-H1)
14b.	Develop complex compositions, essays, and reports that include a clear, overall structure (e.g., introduction, body, appropriate conclusion) (ELA-2-H1)
14c.	Develop complex compositions, essays, and reports that include supporting paragraphs organized in logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) (ELA-2-H1)

14d.	Develop complex compositions, essays, and reports that include transitional words, phrases, and devices that unify throughout (ELA-2-H1)
15a.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include word choices appropriate to the identified audience and/or purpose (ELA-2-H2)
15b.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include vocabulary selected to clarify meaning, create images, and set a tone (ELA-2-H2)
15c.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include information/ideas selected to engage the interest of the reader (ELA-2-H2)
15d.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include clear voice (individual personality) (ELA-2-H2)
16a.	Develop complex compositions using writing processes such as selecting topic and form (e.g., determining a purpose and audience) (ELA-2-H3)
16b.	Develop complex compositions using writing processes such as prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) (ELA-2-H3)
16c.	Develop complex compositions using writing process such as drafting (ELA-2-H3)
16d.	Develop complex compositions using writing processes such as conferencing with teachers and peers (ELA-2-H3)
16e.	Develop complex compositions using writing processes such as revising for content and structure based on feedback (ELA-2-H3)
16f.	Develop complex compositions using writing processes such as proofreading/editing to improve conventions of language (ELA-2-H3)
16g.	Develop complex compositions using writing processes such as publishing using available technology (ELA-2-H3)
19a.	Extend development of individual style, including avoidance of overused words, clichés, and jargon (ELA-2-H5)
19b.	Extend development of individual style, including a variety of sentence structures and patterns (ELA-2-H5)
19c.	Extend development of individual style, including diction that sets tone and mood (ELA-2-H5)
19d.	Extend development of individual style, including vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
21.	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoiding split infinitives (ELA-3-H2)
22b.	Apply standard rules of usage, for example: using the subjunctive mood appropriately (ELA-3-H2)

23a.	Apply standard rules of mechanics and punctuation for parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation for brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation for dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation for commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)
23e.	Apply standard rules of mechanics and punctuation quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation for internal capitalization (ELA-3-H2)
23g.	Apply standard rules of mechanics and punctuation for manuscript form (ELA-3-H2)
24.	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
25.	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
26a.	Select language appropriate to specific purposes and audiences for speaking, including delivering informational/book reports in class (ELA-4-H1)
26c.	Select language appropriate to specific purposes and audiences for speaking, including participating in class discussions (ELA-4-H1)
29a.	Deliver presentations that include language, diction, and syntax selected to suit a purpose and impact an audience (ELA-4-H3)
29b.	Deliver presentations that include delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience (ELA-4-H3)
29c.	Deliver presentations that include an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)
31b.	Deliver oral presentations, including responses that analyze information in texts and media (ELA-4-H4)
34a.	Select and critique relevant information for a research project using the organizational features of a variety of resources, including print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references)
34b.	Select and critique relevant information for a research project using the organizational features of a variety of resources, including electronic texts (e.g., database keyword searches, search engines, e-mail addresses)
35a.	Locate, analyze, and synthesize information from a variety of complex resources, including multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, periodicals)
35b.	Locate, analyze, and synthesize information from a variety of complex resources, including electronic sources (e.g., Web sites, databases) (ELA-5-H2)

35c.	Locate, analyze, and synthesize information from a variety of complex resources, including other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2)
36.	Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
37b.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including evaluating the validity and/or reliability of primary and/or secondary sources (ELA-5-H3)
37c.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including using graphic organizers (e.g., outlining, charts, timelines, webs) (ELA-5-H3)
39c.	Use word processing and/or technology to draft, revise, and publish various works, including analytical reports that include research reports on high-interest and literary topics (ELA-5-H4)
40a.	Use selected style guides to produce complex reports that include credit for sources (e.g., appropriate parenthetical documentation and notes) (ELA-5-H5)
40b.	Use selected style guides to produce complex reports that include standard formatting for source acknowledgment (ELA-5-H5)
ELA CCSS	
CCSS#	CCSS Text
Reading Standards for Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.4	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.)
RL.11-12.7	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.)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	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.
Reading Standards for Informational Texts	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.4	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 <i>faction</i> in <i>Federalist</i> No. 10).
RI.11-12.10	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.
Writing Standards	
W.11-12.1a, c, d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11-12 Reading standards</i> to literature. (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.11-12.10	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.
Language Standards	
L.11-12.4a	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies. a. 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.
L.11-12.5a	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.
L.11-12.6	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.

Sample Activities

Activity 1: Ongoing Independent Reading (GLEs: 09a, 9b, 9c, 9f, 9g; CCSS: RL.11-12.1, RL.11-12.10, RI.11-12.1)

Materials List: teacher-provided independent reading lists

Throughout each of these units, students should explore a wide range of authors and texts, with a focus on American authors, in addition to the readings required in whole-class activities. To encourage students to be independent and thoughtful readers, they should investigate subjects and ideas that matter to them through their own choices in independent reading activities. This will show them that reading can be useful, enjoyable, and relevant in their everyday lives. This practice may be especially important if students are reluctant readers or are not accustomed to reading independently. Monitor this reading, making sure to incorporate both oral and written responses to the text. Written responses should be entered in a reading log citing strong and thorough textual evidence to support ideas, questions, reactions, evaluations, and reflections relative to the texts they read.

For example, if students are reading a nonfiction book of their choice, you might ask them to interpret and evaluate the way the writer presents events and information and/or to evaluate the credibility of the author's argument(s). This might be done through short journal entries as students progress through the book or through a written review after students finish the book. You might ask students to make predictions or generalizations about an article before reading the article and then have them critique the strengths and weaknesses of ideas in that same article after reading. Be sure that students cite strong and thorough textual evidence to support their analysis of the text. Again, this might be done in daily journals or *learning logs* ([view literacy strategy descriptions](#)). A *learning log* notebook is a binder or some other repository that students maintain in order to record ideas, questions, reactions, and reflections and to summarize newly learned content. A *learning log* notebook offers students a place to reflect on their own learning and will help them build a more thorough understanding of a particular text.

2013-2014

Activity 2: Ongoing Independent Reading (GLEs: 09a, 9b, 9c, 9f, 9g; CCSS: RL.11-12.1, RL.11-12.10, RI.11-12.1, RI.11-12.10)

Materials List: reading logs

Activity 1 should be extended to include literary nonfiction in the grade 11-CCR text complexity band, and any scaffolding should be done at the high end of the range. Monitor and review students' reading logs to verify that some of the texts are classified as literary nonfiction and all texts meet appropriate complexity. Written responses entered in reading logs must cite strong and thorough textual evidence to support ideas, questions, reactions, evaluations, and reflections relative to the texts they read.

Activity 3: Ongoing Vocabulary Study (GLEs: 01a, 01b, 01c, 21, 23d, 24)

Materials List: student vocabulary logs, Checklist of Common Errors BLM

To extend basic and technical vocabulary, students will record both student- and teacher-selected new and unfamiliar vocabulary in an ongoing vocabulary log. This log should include a definition, the part of speech, and a sentence for each word. Sentences should contain appropriate context and enough detail to convey the meaning of the word. Students should refer to the Checklist of Common Errors BLM to apply the standard rules of mechanics and punctuation, focusing on using parallel structure, avoiding split infinitives, and using commas after introductory adverb clauses and long introductory phrases. Here is what a student example might look like:

	<i>Providence (noun) - an instance of divine care.</i>
	<i>William Bradford often writes of "providence" in <u>Of Plymouth Plantation</u>.</i>
	<i>Providence kept the Pilgrims alive and helped them adapt to life in the</i>
	<i>New World.</i>
	<i>Procure (verb) - to get by special effort; to obtain</i>
	<i>As the early pilgrims tried to settle in the New World, it was difficult to</i>
	<i><u>procure</u> enough food for their families.</i>

2013-2014

Activity 4: Ongoing Vocabulary Study (GLEs: 01a, 01b, 01c; CCSS: RL.11-12.4, RI.11-12.4, L.11-12.4a, L.11-12.5a, L.11-12.6)

This activity will replace current Activity 3 in 2013-2014.

Materials List: a teacher-selected list of important words related to Colonial Period texts and tasks

To extend general academic and content-specific vocabulary, students will create *vocabulary self-awareness charts* ([view literacy strategy descriptions](#)) at the beginning of each unit. These charts will help students identify what vocabulary words they know, as well as what vocabulary words they need to learn, in order to fully comprehend each reading. These charts should also help students determine the meaning of words or phrases as they are used in the text, including figurative, connotative, and technical meanings. Students will then use their charts to analyze the following: 1) the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful; 2) how an author uses and refines the meaning of a key term or terms over the course of a text; 3) figures of speech

(e.g., hyperbole, paradox) in context and their role in the text.

Over the course of the unit, students should revisit their *self-awareness charts* to add new information and update their growing knowledge about key vocabulary. Students may use these charts at the end of each unit to prepare for assessments or as a resource when writing for various purposes.

Teaching Process:

1. Provide students with a list of important words at the beginning of the reading or unit and have students write them in a vocabulary *self-assessment chart* (see example below). These words should be selected from the literature being studied or from the necessary background information at the beginning of each unit. Vocabulary selections should aid students in analyzing author's word choice, in analyzing analogous statements, and in understanding the use of related word forms.
2. Ask students to complete the chart before the lesson begins by rating each vocabulary word according to their level of familiarity and understanding. A check mark (✓) indicates a high degree of comfort and knowledge, a question mark (?) indicates uncertainty, and a minus sign (-) indicates the word is brand new to them.
3. Also, ask students to try to supply a definition and example for each word. For words with question marks or minus signs, students may have to make guesses about definitions and examples.
4. Over the course of the reading or unit, allow time for students to revisit their *self-awareness charts*. The goal is to bring all students to a comfortable level with the unit's important content terminology. Have students continually revisit their vocabulary charts to revise their entries. This will give them multiple opportunities to practice and extend their growing understanding of the words.

EXAMPLE:

Word	✓	?	-	Example	Definition
Providence					
Solace					
Feigned					
Procure					

Activity 5: Ongoing Writing Prompts to Assess Understanding of Texts (GLEs: 09c, 09f; CCSS: RL.11-12.1, RI.11-12.1, W.11-12.10)

Materials List: prompts, note cards

Students will use writing-for-understanding-texts strategies such as the following:

- entrance cards as a lesson initiation activity
- “Stop and Writes” as a comprehension, reflection, or prediction activity during reading
- annotated text as a during-reading activity
- exit cards as a lesson closure activity
- *SQPL* or *student questions for purposeful learning* ([view literacy strategy descriptions](#)), which promote purposeful reading and learning by prompting students to ask and answer their own questions about content.

Prompts should address comprehension, higher-order thinking, and inferences from texts. Students should cite strong and thorough textual evidence from related texts to support analysis of what the text says explicitly as well as when making inferences, including determining where the text leaves the matters uncertain. Prompts can be used to begin discussions or for assessments.

Example prompts:

- Summarize Anne Bradstreet’s poem “Upon the Burning of Our House”; then explain what Bradstreet valued more than her house. Use textual evidence to support your response.
- Why did Jonathan Edwards use such vivid images of hell in his sermon “Sinners in the Hands of an Angry God”? Cite examples from the text as you explain Edwards’ purpose(s).
- What do you think Elizabeth Proctor means when she says of her husband, “He have his goodness now.” Do you think the other Puritans would agree or disagree with her? Explain your position, citing textual evidence as support.

Teaching Process for *SQPL*

1. Create and present an *SQPL* lesson by generating a statement that will cause students to wonder, challenge, and question. (e.g., The Puritans were lawless people who detested moral values and religions of all sorts.)
2. Allow students to pair up and generate two to three questions they would like answered. Questions should be related to the statement and not farfetched or parodies.
3. Allow groups to share their questions with the whole class; as questions are shared, they should be written on the board, and some teacher-generated questions may be added to the list.
4. As students read and/or listen to the information source, they should try to answer their questions. As content is covered, stop periodically to have pairs discuss which questions can be answered. Allow groups to share their answers with the class. Students should record questions and answers for later study.

Activity 6: Ongoing Grammar Study (GLEs: 21, 22a, 22b, 23a, 23b, 23c, 23d, 23e, 23f, 23g)

Materials List: mini-lesson activities, student writing samples, practice exercises, Checklist of Common Errors BLM

Facilitate a classroom discussion during the drafting/revising process of any composition on sentence formation problems (i.e., parallel structure, split infinitives, etc.) or standard rules of usage or mechanics (i.e., subjunctive mood, parentheses, brackets, dashes, commas after introductory adverb clauses and long introductory phrases, quotation marks for secondary quotations, internal capitalization, and manuscript form). Discussion will be based on the common errors in student writing samples using the Checklist of Common Errors BLM. Mini-lesson activities will be from student-generated examples and will be ongoing and skill specific. Ideally, the mini-lessons will become differentiated for students' specific needs and will be integrated within student writing assignments and not taught in isolation. For example, require students to correct their errors on graded compositions, but also require them to keep track of their errors using an error log. Have students note grammar, mechanical, or usage rules for their most common mistakes in their error logs. You might review the most common errors and those rules as a whole class.

Activity 7: Searching Print Texts and the Web for Significant Facts on a Native American Tribe (GLEs:25, 26a, 29a, 29b, 29c, 31b, 34a, 34b, 35a, 35b, 35c, 36, 37b, 37c, 39c, 40b)

Materials List: portraits by George Catlin, student guides for gathering and synthesizing resource information, guide to formatting a bibliography, Researching a Native American Tribe BLM

Provide a brief background of 18th-century artist George Catlin and display several of his Native American portraits, which can be accessed on many museum web sites. In small groups, students should discuss and record a physical description of each subject. Students should then brainstorm ideas about the subject's personal qualities, life, and times. Groups should present their views in whole-class discussion.

Each student will then choose and research a different Native American tribe from a teacher-provided list by using a variety of primary and secondary print and multiple print texts and electronic resources, including other media. Students will note significant aspects of this tribe (e.g., location, history, famous members, lifestyle, unique customs, belief system, contemporary life). The students will then use this information to complete the following activities which may be assessed with the Researching a Native American Tribe BLM:

- Locate three credible sources and evaluate the sources for validity. At least one source should include some type of graphic organizer (outline, chart, timeline, webs).
- Summarize and outline the main or most relevant points.
- Organize information in the format of a news magazine with a collection of brief articles and illustrations, a detailed children's book with text and illustrations, or a *PowerPoint*® presentation using print and graphics.
- Use standard formatting to acknowledge sources of information.
- Organize the presentation with a beginning, middle, and end, and select appropriate language to impact the audience.
- Present findings to class using relevant examples and/or anecdotes and Standard English grammar, diction, and syntax in a presentation of approximately five minutes.

Following the presentations, students should read a translation of Chief Seattle's Oration of 1854, which can be accessed at

<http://english.illinoisstate.edu/kalmbach/351/hypertext97/Jus/Seattle/title.htm>.

Students should then choose a quote from the speech to discuss in a journal entry. The comments should include what they have learned from the various presentations on Native American tribes.

Activity 8: Myths across Centuries and Cultures (GLEs: 09a, 09c, 09e, 09h)

Materials List: various Native American myths, display chart with three columns

Students should read a selection of Native American myths, such as "The Chief's Daughters," that contain themes about life or strong moral messages. Other examples may be found online at <http://www.angelfire.com/ca/Indian/stories.html>.

During reading, have students draw conclusions about the messages contained in the myth and record a selected number of themes or morals displayed in each myth. As they finish, the students should work in small groups to compare and list their findings. Students should develop a chart with three columns. They should list varied examples of themes or morals in the first column. Then they should include support for each from a text in the second column. Finally, they should list a corresponding contemporary example, possibly from a story, a film, or a television show, in the third column. When the list is completed, each group should give an example during whole-class discussion.

In closing, students should select one of the life lessons and use it as a topic for a journal entry, discussing how they could apply it to their personal lives or to a time when they learned this lesson the hard way.

Activity 9: Analyzing Historical Accounts and Journals of Early Explorers (GLEs: 01a, 09b, 09c, 09f, 14a, 14b, 14c, 14d, 15a, 21; CCSS: W.11-12.1a, W.11-12.1c, W.11-12.1d, W.11-12.10)

Materials List: text by an explorer such as Christopher Columbus or Cabeza de Vaca, list of *DL-TA* prompts, plan for stopping points during reading, list of qualities for *bias*, Analyzing an Explorer's Historical Account BLM.

Employ the strategy of *DL-TA* or *directed learning-thinking activity* ([view literacy strategy descriptions](#)) in this activity. This instructional approach involves students making predictions before reading and at different points in the text and then self-monitoring during reading to check the accuracy of their predictions. Begin by asking students to share their own knowledge of the period of exploration in the late fifteenth and early sixteenth centuries. Build on students' prior knowledge by providing a brief biography of the author and details of the time, place, and expedition described in the specific text. Point out the title, and ask students to record a list of

predictions about the text. These predictions should be prompted with questions such as the following:

- What unexpected difficulties do you believe this explorer's journal will describe?
- How do you think this explorer will portray himself?
- How do you think he will portray his men?
- What attitude do you expect this explorer to take toward the natives his expedition encounters?

The students will read through a section of the text, stopping at several predetermined places to make inferences and draw conclusions. At each stopping point, the students should reread their predictions and revise them, if necessary. Any new predictions and relevant evidence should be noted as well. Repeat this process throughout the text, periodically modeling the process of predicting and supplying evidence during reading.

EXAMPLE:

Student prediction: I expect that Columbus will describe the natives as frightening and maybe hostile or dangerous.

Student revision: Because Columbus refers to the natives as "timid" and says they do not have guns, he does not seem to be afraid of them or expect them to attack.

When the process is complete, display a list of the characteristics of *bias* that includes these ideas:

- Exaggeration or oversimplification
- Emotionally charged words
- An author's special interest in an issue
- Unreliable evidence
- Evidence of stereotyping

The class should discuss and note how this text might display bias on the part of the author and how the author's bias affects the credibility of his account.

The students should then use their notes from the text to develop a complex composition about the author's bias and credibility. The composition should include the following:

- a clear thesis statement / a precise, knowledgeable claim
- a clear introduction, body, and appropriate conclusion (the body should include a short summary of the explorer and his situation)
- establish significance of the claim and/or counterclaim with reasons and evidence
- logical sequencing
- transitional words, phrases, and devices that unify throughout / 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 claims and counterclaims.
- A formal style and objective tone while attending to the norms and conventions of the writing discipline.

The composition may be assessed using the Analyzing an Explorer's Historical Account BLM.

Activity 10: Historical Accounts and Journals of the Colonial Period (GLEs: 09a, 09b, 09c, 15a, 15b, 15d, 26c)

Materials List: student journals, author's biography, historical background notes, excerpt from a text by William Bradford or John Smith, *RAFT* Writing Assessment BLM

Have students reflect in a journal about how they might feel when they first leave home to live on their own, including problems or emotions they might experience. Their ideas should be shared in a whole-class discussion, making sure to select and use language appropriate to the discussion.

Discuss the recurrent thematic concept of "the journey" in literature as a class by having the students list fictional journeys they may be familiar with, such as *The Odyssey*. Explain to students that a historical primary source provides first-hand evidence or an eyewitness account of a real event and usually reflects the individual viewpoint or bias of the recorder. The class should then list realistic journeys, such as those of the explorers, the Pilgrims, or Lewis and Clark, noting the primary sources that describe them.

Next, students will note biography and brief historical background for the author and the situation in the excerpt. After completing either oral or silent reading, students should work in small groups to create a timeline of events from Bradford's text or Smith's.

After students have created a timeline of events, review the *RAFT* ([view literacy strategy descriptions](#)) writing process, which helps students display understanding and make new learning permanent. Students create a composition that retells an event by taking on the voice of another participant in the situation besides the narrator. This composition includes:

- Role (one who has observed the new settlers)
- Audience (his fellow observers)
- Format (a narration in the observer's voice)
- Topic (the situation described in the excerpt)

Students will remain in their small groups to create a *RAFT* composition for the excerpt. As a role, groups might choose one of the *Mayflower* sailors, one of the Native American observers, or one of the other settlers. They should use the timeline they have already made to recreate the situation in the text from the new character's point of view. This writing activity will require students to interpret and evaluate the presentation of events, to evaluate the credibility of the work, and to make inferences and draw conclusions about the work. The composition should include word choices appropriate to the audience and/or purpose, and vocabulary should clarify meaning, create images, and set a tone. The composition should also reflect the diction, tone, and clear voice of the new speaker with chronologically organized support. As each group reads the composition aloud, the class should evaluate each for accuracy and logic based on the text. These compositions should be assessed with the *RAFT* Writing Assessment BLM.

Activity 11: Colonial Poet Anne Bradstreet (GLEs: 09d, 14a, 14b, 14c, 14d, 15a, 15b, 15c, 15d; CCSS: RL.11-12.1, RL.11-12.9, W.11-12.1d, W.11-12.9a)

Materials List: Bradstreet’s poems, *learning log*/notebook, English III EOC Rubrics for Scoring Written Compositions

Working independently, students should read two of Bradstreet’s poems such as “To My Dear and Loving Husband” and “Upon the Burning of Our House.” Students should record their initial thoughts about each poem in their *learning log* ([view literacy strategy descriptions](#)) notebook. After recording their initial thoughts, students should read the poems again, this time marking and evaluating examples of literary elements as well as evidence of Bradstreet’s personal thoughts and conflicts. Students should cite strong and thorough textual evidence to support their analysis of what the text says both explicitly and implicitly.

Students should then research information about the Puritan lifestyle, Puritan Plain Style writing, and a biography of Anne Bradstreet. Students should revisit their *learning log* responses and record any changes in their thoughts about the two poems.

In small groups, students should use their notes, their markings, their research, and their *learning log* responses to discuss whether Anne Bradstreet’s poetry is typical of the time period. A third reading of the poems, this time aloud in small groups, may be necessary.

Students should then use their notes, their markings, and their research to write a short, yet formal composition that supports or refutes the claim that Bradstreet’s poetry is typical of Puritan writing. Students should use valid reasoning as well as relevant and sufficient evidence from the poems and their research to support their claims. In doing so, students should also demonstrate their understanding of Puritan literature, including how two or more texts from the same period treat similar themes or topics.

The composition may be assessed using the English III End-of-Course Rubrics for Scoring Written Compositions. The rubrics may be located on pages 12-14 of the *English III EOC Assessment Guide*, available at the following web address:

http://www.louisianaec.org/Documents/EngIII_Assessment_Guide.pdf

Activity 12: Connecting Events Across Decades with Arthur Miller’s play *The Crucible* (GLEs: 09a, 09c, 09d, 09e, 09f, 09h, 14a, 14b, 14c, 14d, 23g, 40a; CCSS: RL.11-12.1, RL.11-12.10, W.11-12.9a, W.11-12.10)

Materials List: Introductory Opinionnaire for *The Crucible* BLM; background notes on Salem, Arthur Miller, and the McCarthy Era; vocabulary logs; student logs; copies of *The Crucible*; Analyzing a Dynamic Character BLM

As introduction, present the *opinionnaire* ([view literacy strategy descriptions](#)) statements using the Introductory Opinionnaire for *The Crucible* BLM. An opinionnaire presents students with statements that represent challenging concepts and ideas from the material about to be read and

studied. Students should work in small groups to discuss, mark each statement, and fill in support. A representative from each group should report the findings for whole-class discussion.

As *The Crucible* is read, take time to have students revisit their *opinionnaire* statements and decide whether their views have changed and why. Create opportunities for discussion about the statements.

Review the character list from the play and a description of the setting. The students should read the play aloud with assigned parts or listen to an audio recording as they follow in the text and complete the following:

- Record written responses to questions that guide their understanding of characters and events at the end of each act.
- Follow Act II with description for the major characters by using a modified version of the *split-page notetaking* ([view literacy strategy descriptions](#)) technique. Notetaking is an essential skill students must develop in order to be effective readers and learners. The split-page notetaking strategy facilitates meaningful reading and listening, leads to better organizational skills related to reading and learning, and makes studying more efficient. Have students take split-page notes in the form of a double-entry chart that should incorporate a quote on the left that displays a strong trait or dramatic response from each character and the student's personal opinions, reactions, judgments, or predictions on the right.

EXAMPLE:

Hale: If Rebecca Nurse be tainted, then nothing's left to stop the whole green world from burning. Let you rest upon the justice of the court... (949)	Rev Hale seems to have a lot of faith in the Puritan system of justice, and he is asking Rebecca's husband to trust this. He also seems to be a compassionate man.
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These charts may be used to develop character analysis compositions with properly documented quotes or as a part of a study guide for a test.

- Compose the following journal entries at the end of each act:
 - Act I: journal entry from the viewpoint of one of the major characters about events that have taken place during this act and about the character's feelings or observations thus far.
 - Act II: discussion of a time when they were accused of something they did not do, including a description of the situation, their feelings, and how the situation was resolved.
 - Act III: a reaction to the events and a prediction of what will happen to John Proctor and his family.
 - Act IV: reactions to the final episode in the play.

After students read the play, review the general qualities of a dynamic character, and discuss which characters in the play are dynamic characters, ask students to cite strong and thorough textual evidence to support any inferences they make about the characters and determine where

there is not enough evidence to support their assertions sufficiently. Students should then use a writing process to publish a detailed description of the changes that occur in one of the play's characters and provide evidence, incorporating quotations with proper parenthetical documentation as support. The composition should also include the following:

- a clear thesis statement
- a clear introduction, body, and appropriate conclusion
- logical sequencing
- transitional words, phrases, and devices that unify throughout
- manuscript form

The composition may be assessed using the Analyzing a Dynamic Character BLM.

Additional discussion and extension activities can be done *after* reading the play:

- Review the theocracy and lifestyle of Puritans in Salem Village in the late 17th century, including events leading up to and surrounding the Salem Witchcraft trials of 1692.
- Provide an overview of the life of Arthur Miller, including his reasons for writing the play *The Crucible*.
- Provide general background on the McCarthy Era and the hearings for the House Un-American Activities Committee, including a discussion of contemporary “witch hunts” and the meaning of the word. Then have students work in small groups to chart the similarities between the Salem trials (as illustrated in *The Crucible*) and the McCarthy hearings, based on the interaction between the judges and the accused or their families. Each group should then present any findings to the class.
- Close with a discussion of the connections between the introductory *opinionnaire* statements and the situation for the accused during the Salem trials.

Activity 13: Evaluating Multiple Interpretations of a Text (CCSS: RL.11-12.7)

Materials List: The 1996 film version of *The Crucible*, access to print and/or electronic sources for research

Have students research the differences between the historical events surrounding the Salem witchcraft trials of 1692 and Miller's drama.

Then have students watch the film version of *The Crucible* and evaluate the differences between the film version of the drama and the printed text as well as their research to the film. Students should document the differences between the film and the text and compare their evaluations in small or whole group discussions.

Activity 14: Using the Writing Process: A Personal Narrative of a Defining Moment
(GLEs: 01a, 14b, 14c, 14d, 15a, 15b, 15c, 15d, 16a, 16b, 16c, 16d, 16e, 16f, 16g, 19a, 19b, 19c, 19d, 21, 22a, 22b, 23d, 24)

Materials List: model narrative essay, Topic Evaluation for a Personal Narrative BLM, notes and exercises for review of pronouns, writing samples for refining descriptive language, Assessing the Personal Narrative BLM

The class should chart how each text from Unit I in some way depicts a defining moment for an individual or group, and the class should make the connection to the overall concept of identity.

Students should receive a copy of a model personal narrative essay to analyze. Examples are *The Chase* by Annie Dillard or *A Ride Through Spain* by Truman Capote.

The class should read the opening paragraphs of the essay together as you model how to “mark up” a text. During reading, the students should mark or annotate:

- the structure of the essay and the function of major paragraphs, including analysis of author’s word choice
- any use of imagery or figurative language used to illustrate a situation
- examples of how tone and voice are established and maintained by the speaker and engage the reader
- points where the speaker acknowledges how the experience provided personal growth in some way

After reading the text, discuss what students marked on the text, and work with students to develop a list of the qualities of the narrative mode, review imagery and figurative language, and discuss how these devices can be used to develop a personal narrative.

Next, each student should create a personal timeline, highlighting those events they might consider defining or life changing, using the Evaluating Experiences for a Narrative BLM. Students may then choose a topic for a personal narrative based on one of these defining moments. A pre-write should develop both narrative and descriptive details in a list or web format. Students should then compose a rough draft of their personal narrative that includes the following:

- clear structure, particularly an introduction that sets the time and place
- logical sequence
- a variety of sentence structures and patterns, including parallel structure
- clear transitions
- appropriate word choice (students should use dictionaries and thesauruses to expand their use of vocabulary)
- vocabulary selected to clarify meaning, create images, and set a tone
- avoidance of overused words, clichés, jargon, and split infinitives
- ideas that engage the reader
- a clear voice
- correct use of subjunctive mood
- correct use of commas after adverb clauses or long introductory phrases

As rough drafts are completed, students should conference with peers and the teacher; then revise for content and structure based on feedback. Students should use available technology to publish a final draft of the paper.

The essay may be assessed using the Assessing the Personal Narrative BLM.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are sample assessments that could be used with this unit:

General Assessments

- Students will read and respond in various ways (e.g., answer multiple choice questions, write short summaries, locate thesis statements, locate main ideas, etc.) to a variety of literature and informational texts that they read independently.
- Students will annotate model essays.
- Students will use a writing process in literary analysis and complex compositions.
- Students will complete various reinforcement exercises to review the correct usage of pronouns in context.

Activity-Specific Assessments

- Activity #7: Students will research a Native American tribe to produce a text, either electronic or print, that includes the following:
 - Information on locations, customs, lifestyles, belief systems, unique circumstances, famous members, and modern-day existence
 - An accessible format, correct documentation of resources in final product
 - An oral presentation in small groups or in a whole-class setting

The research product may be assessed using the Researching a Native American Tribe BLM.

- Activity #9: Students develop a composition to compare/contrast predictions and conclusions from *DL-TA* reading that includes the following:
 - Discussion of original predictions
 - Analysis of new responses
 - Review of any bias found

The composition may be assessed using the Analyzing an Explorer's Historical Account BLM.

- Activity #10: Students will develop a brief composition using the *RAFT* strategy that includes the following:

- Developing an accurate recreation
- Reflecting diction, tone, voice of new speaker
- Using chronologically organized specific support

The composition may be assessed using the RAFT Writing Assessment BLM.

- Activity #11: After reading Anne Bradstreet's poems, the students will complete an argument essay that supports the claim that Bradstreet's poetry does or does not reflect typical Puritan works of the Colonial period.

The composition may be assessed using the English III EOC composition rubric.

- Activity #10: Students will describe a dynamic character from *The Crucible* in an essay with detailed support including documented quotations. The process should include:

- A pre-write that includes a listing or word web of major character traits, relationships with other characters, behaviors that display important traits, strong quotes that display realization or change, a timeline of events to trace growth or change in this character
- A rough draft of at least six well-developed paragraphs that traces the character's involvement with the conflict and resolution, includes specific support, from both events and dialogue, and contains properly documented quotes
- Revision and editing for content as well as usage and mechanics that may include peer editing or conferencing with the teacher
- A final draft that displays cohesive context, good use of logical order, detailed support, and correct use of the conventions of usage and mechanics

The essay may be assessed using the Analyzing a Dynamic Character BLM.

- Activity #14: Students will use a writing process for a personal narrative that relates a defining moment. The process should include the following:

- a pre-write that develops narrative detail and imagery using a graphic organizer
- a rough draft that includes an introduction, body, and conclusion
- a detailed lesson on correct use of pronoun case and agreement including reinforcement exercises and errors in context
- an examination of refining and sharpening descriptive language using students' writing samples
- a published final draft using proper manuscript form

The final draft should be the result of a revision process that checks for logical order, cohesive paragraphs, sufficient narrative and descriptive detail, appropriate tone, and strong student voice. Editing checks should check for proper use of the conventions of usage and mechanics. The essay may be assessed using the Assessing the Personal Narrative BLM.