

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Grade 9 / English
Length of Course: Full Year**

English I

Course Description:

English I provides students with skills and experiences to communicate effectively through written and oral language and to develop a personal voice as a writer and participant in the classroom. Students will read a variety of texts pertaining to the idea that life is a metaphorical journey fraught with obstacles to be transcended and epiphanies to be revealed. Students will discover that language is a dynamic instrument for learning and reflection. They will analyze how word choice and structure shape meaning and tone in narrative texts. Students will also produce narrative and expository writing pieces that are developed by organized writing techniques. Furthermore, students will have opportunities to prepare and participate in more formal presentations, such as speeches, panel discussions, and debates, while adapting speech to a variety of contexts and communicative tasks. Development of vocabulary, research, and study skills will empower students to become more articulate consumers and producers of language. Students will acquire and apply 21st century skills in technology and media as well as global literacy as part of the curriculum.

Anchor Standard—Reading:

Text Complexity and the Growth of Comprehension

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

Big Ideas: Course Objectives / Content Statement(s)

- Identifying themes: coming of age, loss of innocence, personal identity, place in society, life as a metaphorical journey

<ul style="list-style-type: none"> • Comprehension and critical analysis • Examining the writer's shaping of text • Identifying the cultural, historical, and psychological contexts of a passage 	
Essential Questions What provocative questions will foster inquiry, understanding, and transfer of learning?	Enduring Understandings What will students understand about the big ideas?
<ul style="list-style-type: none"> • What is a literary work's theme and how can a student identify it? • What can authors do in their writing to get their point across? • Why and how should a reader make inferences? • Why and how do authors move the plot of a story? • In what ways does an author's choice of literary form reinforce the author's message? • In what way can an author's purpose be conveyed through the characters in the text? • In whose perspective is the work written and how do those perspectives reinforce the author's message? • How do film directors translate traditional literary techniques into visual techniques? • What trends can be seen in relevant quantitative data, such as charts and graphs, and how do those trends add to the study of a literary work? • What should readers look for when examining two or more texts that explore similar subjects? • What do readers do when they don't understand? • How does a work of literature still speak to the reader years, decades, or centuries later and illuminate the human condition? 	Students will understand that... <ul style="list-style-type: none"> • Careful readers can trace patterns and reoccurring ideas to identify central themes during and at the end of a text • Good readers analyze figurative language, DIDLS (diction, imagery, details, language, syntax), and narrative structure in order to identify the author's purpose • Inferences should be made since authors rarely state their messages explicitly. Inferences can be made by synthesizing relevant details and making a reasonable conjecture. • Authors move the plot in order to show how a character has developed in response to a conflict. Conflicts are also useful in retaining a reader's attention. Movement in a literary work is created when an author builds up to a future conflict that is then directly addressed by a protagonist and finally resolved. • Authors choose a literary form to suit the purpose of their writing • Authors can choose to depict characters in a negative or positive light to influence the reader's understanding and evaluation of the author's message • A literary work is rarely objective; the perspective in which the story is told might result in biased storytelling; multiple perspectives can be presented to stimulate conflict • Film directors use specific techniques, much like authors, to communicate a message. These techniques might include motifs, lighting, setting, costumes, selection of actors, and props • Quantitative data can tell a story about the time period in which an author is writing that influenced the author's perspective. Data can also help readers understand and visualize the setting and the work's characters and their motives

	<ul style="list-style-type: none"> • Good readers look for nuances within texts that elaborate on similar topics; readers can focus on differences in time periods and how those periods might have affected the author, differences in cultural perspectives, etc. • Readers can follow several strategies when they don't understand the text or when they're losing focus: visualize, ask questions, make connections, summarize, and look for patterns. Be an active reader via annotating a text.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Key Ideas and Details <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Instructional Focus: Analyzing how complex characters develop over the course of a text.</p> <p>Sample activities and assessments for <i>Speak</i></p> <p>Activity #1: Students will practice interpreting charts and graphs that relate to themes seen in <i>Speak</i>. After completing the novel, students will look at two diagrams: the five stages of grief and the cycle of depression. They will work in groups to chart Melinda's struggle with depression and her grief using the two diagrams. Students will then engage in a deeper study of depression by looking at charts showing the change in depression rates over the last few decades; charts showing depression rates among different sexes; maps showing depression rates across the country; tables showing treatment options; surveys that reveal rates of undiagnosed depression. After studying the data, students will work in groups to compose a paragraph that connects the graphs to Melinda.</p> <p>Rationale: Students will practice interpreting data and integrating it with their understanding of the main character; students' understanding of character development will be enhanced with the two diagrams; students will get a real-world understanding of the theme of depression and the internal conflict that Melinda struggles with throughout the text.</p> <p>Activity #2: Tracing motifs in Laurie Halse Anderson's <i>Speak</i>: Students will create a motif chart tracing the development of motifs throughout the book, while analyzing what the motifs reveal about Melinda's state of mind throughout the story. Students will create one</p>
Craft and Structure	

<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>chart for each of the four quarters, and each chart will include one example of each of the four motifs (lips/mouth, mirrors/glass, predator vs. prey, trees). Students must find one quote that mentions each motif, draw the motif as it is described in the quote, and analyze the quote. By the end of the book, students will look at the four charts (one per marking period) and craft a thesis statement explaining how one or more motifs develop a particular aspect of Melinda's development.</p> <p>Rationale: Students will be working in groups to identify figurative language and character development. Students will practice citing and analyzing textual evidence to support their points. Students will also practice identifying patterns. Students will also practice identifying imagery and demonstrate their understanding of imagery through their drawings. Students will synthesize textual evidence into a debatable and tenable thesis statement.</p> <p>Summative assessment option #1: Students can use motif charts to write an essay explaining how the author uses literary devices, including motifs, to unfold Melinda's resolution of internal and/or external conflicts throughout the text.</p> <p>Summative assessment option #2: Students will watch the film adaptation of <i>Speak</i> and choose three visual elements (e.g. lighting, costumes, facial expressions, setting) to trace throughout the film. Using their observations, students will write an essay analyzing and evaluating one of the three visual elements and how it traces Melinda's resolution of conflicts.</p>
<p>Integration of Knowledge and Ideas</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work.</p> <p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RI.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and</p>	<p>Rationale: Students will study a visual adaptation of a novel to compare literary and visual devices. Students will also evaluate the director's decisions in her representation of Melinda's journey to regain her voice.</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Psychology: Stages of grief and cycle of depression • Health: Mental health (depression) • Mathematics: Interpreting quantitative data on depression • Arts: Translating text into image in the motif chart

<p>multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<p>Media Literacy Integration: Students view and compare the characterization as it is presented through language in the novel to the film adaptation of the text, focusing on visual imagery, dialogue and character action.</p> <p>Instructional Focus: Understanding classical forms of literature (epic poem)</p> <p>Activities and Assessments for <i>The Odyssey</i></p> <p>Project: Writing epic poems in the style of <i>The Odyssey</i>. After completing <i>The Odyssey</i>, students will create their own epic poem. Students will show their understanding and application of the elements of an epic poem, including the evocation of a muse, the presence of a hero, gods and goddesses, and other supernatural figures, and national values embodied in the hero to create a journey with four stops that each reveal a national value and a final outcome that affects the hero's community. Students will have the option to recite their poem to the class.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	<p>Rationale: Students will be practicing the highest form of Bloom's Taxonomy by recreating the epic poem form. Students will also be demonstrating their understanding of the theme of values by applying their personal understandings of the theme to their works. By doing this project, students will also understand how the epic poem form is conducive to communicating a culture's values. The students' recitation of the poem reflects the practice of oral storytelling by bards in ancient Greece.</p> <p>Technology Integration: Students will develop Google Slides presentations that will provide visual representations of each of the four stops in their poems. This presentation would be the backdrop to their recitation of the poem.</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• World History: Learning about ancient Greek values and storytelling• Sociology: Examining the values of a community• Anthropology: Examining the values of ancient culture <p>Culturally Responsive Teaching: Students are encouraged to research and incorporate</p>

	<p>elements of hero tales from different cultures, including their own into the poems they create.</p> <p>Global perspectives: To prepare for the epic poem assignment, students will learn about ancient Greek values and consider how they compare to their personal values. Students will also consider how their community's values reflect their personal values, and how these values connect to or reflect larger national values.</p> <p>Instructional Focus: Identifying and analyzing theme in a text</p> <p>Project for <i>Julius Caesar</i> and <i>Animal Farm</i></p> <p>Project: After completing <i>Julius Caesar</i> and <i>Animal Farm</i>, students will work in groups to compare lessons learned about leadership from the characters in each work. They will create a Google slideshow on leadership tips. Each tip will be based on an example from one of the two texts. Students should include at least three tips from each text. Groups will present their slideshow to the class, and audience members will complete an exit slip in which they apply one tip from each presentation to their lives. They will need to explain how that tip would help them be more effective leaders on their sports team, in their club, at home, among their peers, etc.</p> <p>Rationale: Students will be analyzing themes, comparing two authors' treatment of a similar theme, utilizing technology, make text to self connections, practicing public speaking, selecting and analyzing evidence from a text, synthesizing information from two texts</p> <p>Technology Integration: Students will use Google slides to create and present a slideshow.</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• World History: Learning about ancient Roman rulers and other Romans in positions of power• Sociology: Examining the characteristics of a leader, why people follow leaders, etc.• Anthropology: Examining the values of ancient rulers
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	<ul style="list-style-type: none"> • Civics: Qualities to look for in a leader; ways to be a leader in one's community
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

<p style="text-align: center;">Anchor Standard—Writing: Text Types, Responding to Reading and Research</p> <p>Text Type and Purposes:</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing:</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge:</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Range of Writing:</p> <ol style="list-style-type: none"> 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. 	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • The Writing Process • The Research Process • Avoiding Plagiarism 	
<p>Essential Questions</p> <p>What provocative questions will foster inquiry, understanding, and transfer of learning?</p>	<p>Enduring Understandings</p> <p>What will students understand about the big ideas?</p>

<ul style="list-style-type: none"> • How and why does one write an informative/explanatory text? • Why and how do we write narratives? • What does the writing process look like? • How can we research effectively? • What constitutes plagiarism? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Effective informative texts convey complex ideas through organized, thoughtful content. • We write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences, with the purpose of exploring various perspectives, recognizing personal biases, and becoming more informed and open-minded citizens. • The writing process begins with a planning stage that involves a careful investigation of the text to uncover evidence connected to the topic. From there, the evidence should be examined for patterns that can be used to craft an argument about the topic. • Before engaging in the drafting process, students should be taught, modeled, and have practiced the components of an expository essay. Students should then use the patterns they have observed to begin writing the essay using the models as a reference. • The following characteristics of the intended audience can be considered during the brainstorming stage when selecting a topic and during the writing stage when selecting appropriate diction, syntax, details, and language: age, life experience, sex, political affiliations, level of education, prior knowledge of subject • The research process begins with background research to get an overview of the topic, followed by more sustained research using credible, relevant, and diverse sources to support analysis and reflection. • Writing can be disseminated using collaborative platforms (i.e. Google Classroom, web-based discussion platform, Google Documents, etc.) • Plagiarism means taking someone's words or ideas as if they were your own.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Text Types and Purposes</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using</p>	<p>Instructional Focus: Writing a personal narrative</p>

valid reasoning and relevant and sufficient evidence.

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

- A. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- B. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- C. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- D. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and

Activity: Examining personal beliefs through "This I Believe" essays: After reading a selection of personal narratives from *This I Believe*, students will write a personal narrative based on one of their personal beliefs. Students will write a short narrative in which they examine one of their personal beliefs through the use of an anecdote that reflects a moment when this belief was tested or challenged. The essay will also examine how the student practices this belief. After the students' peers and teacher have edited the essay, students will be invited to submit their stories to *Quintessence*.

Rationale: Before writing, students will study models to understand the structure of a personal narrative (hook, anecdote, reflection on anecdote's lesson, clincher) and use these models to guide their writing. Students will practice writing engaging opening sentences to pull the audience into their writing. Students will also practice writing anecdotes and using figurative language to enhance anecdotes. Students will use literary devices to create their own unique voice. Students will also write with their intended audience in mind: teacher and potentially peers. Students will also have the option to distribute their work through the school's literary magazine.

Media Literacy Integration: As part of their introduction to the "This I Believe" form, students will listen to examples of spoken personal narratives from NPR's *This I Believe* Series and discuss the effectiveness of the spoken form when compared to the written essays. Upon completion of their own personal narratives, students can publish them on a website, to share with the class and family/friends.

Culturally Responsive Teaching: Students are encouraged to compose personal narratives that reflect their own experiences, culture, family, heritage, etc. and share them with their peers.

Instructional Focus: Writing a compare/contrast essay including analysis and research.

Research assignment: Research paper on leadership styles connected to *Julius Caesar* or *Animal Farm*: While reading the

<p>clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>text, students will study and evaluate various characters and their different leadership styles. As a culminating assessment, students will select one leader from the text to compare and/or contrast to a historical leader in a comparative essay.</p> <p>Rationale: Students will use textual evidence to draw conclusions about a character's leadership style. Students will then go through the research process to learn about a historical figure. Students will then go through the writing process to compare and contrast the figure to the character in the text. Students will submit an outline during the planning process, a preliminary bibliography during the first half of the research process, an annotated bibliography during the second half of the research process to show their evaluation of their sources, and a completed rubric of their peer's essay during the peer editing process.</p> <p>Technology integration: Students will share their research papers during the writing stage with their teacher. During the peer editing stage, students will share their papers with a peer for online collaboration. Students will also use Noodletools to complete an annotated bibliography.</p> <p>Interdisciplinary connections:</p> <ul style="list-style-type: none"> • History: Researching a historical leader • Sociology: Examining personal beliefs/how beliefs are shaped; group dynamics/how leaders are created • Public speaking: Reciting personal narratives to an audience <p>Activity: Writing "turned around" fairy tales: Given a study of the characteristics of fairy tales (e.g. presence of a villain, supernatural elements, fairy godparent, orphaned protagonists), students will work in groups to choose a well-known fairy tale to "turn around," i.e. change the characters, plot, setting, without losing the original essence of the story. Students will use a graphic organizer to chart the different characteristics of their original fairy tale and brainstorm ideas for changing the story. Students will then draft their fairy tales. After drafting, each group will be given another group's story to edit. Each group will then use the feedback to revise their stories accordingly. At the end, students can bring their stories to a</p>
<p>Production and Distribution of Writing</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	

<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>local elementary school to have them illustrated. The completed stories can then be brought to a local publisher to be produced into a book.</p> <p>Rationale: Students will practice developing characters, structuring a plot, using descriptive language, writing for a young audience, replicating existing fairy tale structures, collaborating with younger students. Students can also be exposed to the publication process.</p>
<p>Research to Build and Present Knowledge</p>	<p>Culturally Responsive Teaching: Students should be encouraged to research and share examples of tales that come from their own cultural experiences and background.</p>
<p>W.9-10.7. 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.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA Style Manual).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>Instructional Focus: Writing an informative “news” article including research.</p> <p>Activity: Writing news stories for <i>Of Mice and Men</i></p> <p>Students will write news articles based on significant events in <i>Of Mice and Men</i>. Before writing, students will read 1930s news articles about the Great Depression to get information about the time period and use them as models for their own articles. Students will then choose from a list of events from the book and describe it in an objective, journalistic manner. Their articles should reference historical facts learned from pre-reading activities in order to adopt the perspective of someone in the 1930s.</p> <p>Rationale: Students will practice writing informative texts while integrating historical knowledge; students will practice writing in an objective, journalistic tone; students will practice concise writing</p> <p>Media Literacy Integration: In their study of the form and structure of news stories, students will explore print media in contemporary periodicals as well as through research of historical newspapers using the Media Center databases.</p>

Range of Writing	
W.9-10.10. 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.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

<p align="center">Anchor Standard—Speaking and Listening: Flexible Communication and Collaboration</p> <p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> 1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • Speaking for a variety of real purposes and audiences. • Develop listening strategies (asking relevant questions, taking notes, and making predictions) to understand what is heard. 	
<p>Essential Questions</p> <p>What provocative questions will foster inquiry, understanding, and transfer of learning?</p>	<p>Enduring Understandings</p> <p>What will students understand about the big ideas?</p>
<ul style="list-style-type: none"> • In what contexts can students speak? • How do good speakers ensure that they speak effectively? • What supplemental material can a speaker use to communicate effectively? • What makes a good listener? 	<ul style="list-style-type: none"> • Students can speak when participating in a discussion, delivering a speech or presentation, or participating in a debate. • Good speakers can ensure they speak effectively through... <ul style="list-style-type: none"> ◦ Preparation: Good speakers participate in conversation by being prepared—having notes

	<p>completed prior to the discussion, organizing thoughts before expressing them, and listening to others to prepare your own response</p> <ul style="list-style-type: none"> o Content: Building on the ideas of others before expressing new points, using evidence to support points, practicing proper social etiquette and remaining open minded; students should also be well-versed in the speaking triangle and rhetorical appeals <ul style="list-style-type: none"> ▪ Students should adjust their language and the presentation of their ideas to their audience ▪ Students should employ a combination of rhetorical appeals to best address their audience by establishing their own credibility as a speaker (ethos), and using logic (logos) and emotion (pathos) o Delivery: Students should stand straight, project their voice, speak at a pace that is easy to follow, enunciate, inflect, show enthusiasm, use appropriate hand gestures and facial expressions, and employ cadence • Visual media can reinforce a message and engage an audience through the use of PowerPoint slides and posters • Good listeners summarize topics being discussed, determine how the ideas being expressed relate to their own existing ideas, and respond accordingly with new insights
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Comprehension and Collaboration</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that</p>	<p>Instructional Focus: Participating in student-led Socratic seminar discussions of literature.</p> <p>Socratic Seminar for <i>Animal Farm</i>: After completing <i>Animal Farm</i>, students will participate in an end-of-book Socratic Seminar in which they will discuss themes, links to history, and Orwell’s use of literary devices. To prepare, students will answer eight questions</p>

<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<p>for homework the night before the seminar. Each answer will need to include at least one piece of textual evidence. On the day of the Socratic Seminar, students will be broken into two groups. The students will form two circles. The inner circle will discuss the first half of the questions. Each person in the outer circle will follow one person in the inner circle and take notes on their speaking and listening skills. Each student in the inner circle will need to speak at least once and will need to either provide new insight, new evidence, or build on existing ideas. Students may not simply repeat old ideas. The two circles will switch for the second half of questions. Students will be graded on the originality of their comments, the links between their comments and previous comments, and their social etiquette.</p> <p>Rationale: Students will respond to a variety of opinions; students will justify their arguments with evidence; students will build on existing ideas; students will present information clearly, concisely and logically; students will collaborate to reach a higher understanding of the text</p> <p>Instructional Focus: Debating a topic related to a work of literature</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>Debate for <i>Of Mice and Men</i>: Students will be debating the ethos of individual characters from <i>Of Mice and Men</i>. In groups, students will either argue that a character is “good” or “not good” according to a definition of goodness that is created by the group. In addition to defining goodness, students will need to make two to three arguments with at least two pieces of textual evidence per argument. Students will prepare an opening statement prior to the debate with their main arguments. Students will also prepare blocks by writing out responses to their opponent's anticipated attacks to use during crossfire and rebuttal. During the debate, each group will start by delivering their opening statement while the other group outlines the opponent's arguments and evidence. To craft an effective rebuttal, students must listen closely to every argument presented in their opponent's opening statement in order to respond effectively. Students will then deliver their rebuttal to their opponent's opening statement and a final focus at the end of the debate summarizing their strongest arguments. Students will also</p>

	<p>participate in two crossfires where they will pose questions to their opponents that undermine their opponent's arguments. The first crossfire will occur after both teams have delivered their opening statements and the second crossfire will occur after both teams have delivered their rebuttals.</p> <p>Rationale: Students will practice speaking in a different setting with a different goal. Rather than building on each other's ideas to come to a higher understanding, as they would in a discussion, students will focus on logic and evidence to support their arguments and undermine their opponents'. Students will collaborate with their group members before the debate to craft their main arguments and evidence and during the debate to help their team members write a rebuttal and crossfire. Students will also practice respectfully disagreeing with their opponents. Students will practice assessing information presented orally. Audience members will also practice evaluating the debaters' rhetoric, arguments, claims, evidence, and point of view by filling out ballots, selecting a winner, and explaining their rationale.</p> <p>Instructional Focus: Composing and delivering a formal speech.</p> <p>Speech for <i>Julius Caesar</i>: After completing <i>Julius Caesar</i>, students will prepare and deliver a speech on a topic of their choice. To prepare, students will need to conduct research, organize their findings, and prepare an outline. When conducting research, students should find facts as well as emotional arguments they can make. When writing their speech, students need to employ rhetorical devices such as rule of three, antithesis, rhetorical questions, anecdotes, and parallelism, among others. To prepare for delivery, students will rehearse their speech in class while the teacher circulates and coaches. When delivering their speech, students will also use digital media and visual displays of information, such as posters, charts, and slides, as a supplement.</p> <p>Rationale: Students will select a topic that will appeal to their audience of peers; students will conduct research, look for patterns in their findings, and organize the information in a logical manner; students will prepare a concise and clear speech; students will use rhetorical</p>
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	<p>devices as seen in <i>Julius Caesar</i>; students will incorporate digital media and visual displays</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • History: The Socratic seminar questions about <i>Animal Farm</i> will involve the history of Stalin and the Soviet Union • Philosophy: Students will need to study and develop a definition of what it means to be “good” for their debates • Students will write a speech on a topic of their choice, ranging from the math and sciences to the humanities <p>Technology Integration: Students will incorporate digital media and visual displays during their speech</p> <p>Global Perspectives: Students will learn about life under Stalin’s rule and use that knowledge during the Socratic Seminar. Students will learn about life in 1930s America and use that knowledge when defending or attacking their assigned character in the debate.</p> <p>Media Literacy Integration: Students view examples of debates and speeches available online or through the Media Center to critique the habits and strategies of effective speakers.</p> <p>Culturally Responsive Teaching: During Socratic Seminar discussions, students are reminded to be sensitive to the views, experiences, feelings, and cultural perspectives of their classmates in order to foster honest and respectful discourse.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

Conventions, Effective Use and Vocabulary	
<p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <p>Knowledge of Language:</p> <ol style="list-style-type: none"> 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. <p>Vocabulary Acquisition and Use:</p> <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of 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. 	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • Choosing the right words for a given purpose • Acquiring new vocabulary • The relevance of being grammatically correct 	
Essential Questions	Enduring Understandings
<p>What provocative questions will foster inquiry, understanding, and transfer of learning?</p>	<p>What will students understand about the big ideas?</p>
<ul style="list-style-type: none"> • What are the building blocks of Standard English grammar? • What is the purpose of using Standard English mechanics? • Besides literal language, how can authors use figurative language to convey meaning? • In what contexts should formal English be used? Informal English? • How is new vocabulary acquired and retained? What strategies can readers use to decipher the meaning of unfamiliar terms? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Command of Standard English grammar requires an understanding of the structure of complete sentences, phrases, and clauses. • Standard English mechanics convey meaning and tone, show the relationship between ideas, and organize ideas. <ul style="list-style-type: none"> o Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • Writers do not always say what they mean. Indirect forms of expression require readers to read between the lines to find the intended meaning. Readers can look at the connotation of the author's words, the author's use of oxymoron, simile, assonance, hyperbole, and other devices. • Formal English should be used when writing essays; informal English can be used in creative pieces to create an authentic, genuine voice; students should

	<p>strive to use formal English during class discussions</p> <ul style="list-style-type: none"> • New vocabulary is acquired and attained through extensive reading and the application of that vocabulary in writing. When coming across unfamiliar terms, readers can use context clues and word parts to infer the meaning before referring to a dictionary.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Conventions of Standard English	<p>Instructional Focus: Grammar acquisition and application</p> <p>Grammar Activity and Assessment: The teacher will give a lesson on the components of a complete sentence, clauses and phrases, and the various sentence types. Students will practice their understanding in groups by reconstructing sentences using clauses and punctuation marks printed and cut up by the teacher. Students will then practice independently by taking quizzes on NIU's online tutorials- http://www.niu.edu/writingtutorial/quizzes/quizzes.html. Finally, students will be assessed on their grammar by writing several sentences using various sentence types.</p> <p>Mechanics Activity and Assessment: Students will create rules on style and mechanics using various models. They will be asked to develop rules on comma usage, colons and semicolons, etc., based on their observations of the punctuations' use in the models. The teacher will then review those rules. Students will then practice their understanding by taking quizzes on NIU's online tutorials. Finally, students will be assessed on a quiz that asks them to correct ten sentences and explain the rule they've applied.</p> <p>Instructional Focus: Domain specific vocabulary acquisition and application for literature.</p> <p>Character table for <i>Speak</i>: Students will work in groups to develop a character table for the social groups and teacher types that Melinda encounters in her school. In the first column, students will list the different groups and types. In the second column, students should list 1-3 examples of figurative language used to describe the group. In the third column,</p>
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Knowledge of Language	
NJSLSA L3. 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.	
Vocabulary Acquisition and Use	
NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.	
NJSLSA L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.	

	<p>students will draw a picture of a member of the group based on the description. In the last column, students will explain what the figurative language says about the group. After students have completed the chart, the class can discuss what these descriptions say about Melinda and her worldview.</p> <p>Instructional Focus: Language usage</p> <p>Formal and Informal Language in <i>Ender's Game</i>: Students will learn about the different contexts in which to use formal and informal English to understand code switching. Using <i>Ender's Game</i>, students will list examples of dialogue used by the children in the novel when they speak to one another and examples of dialogue used by the children when speaking to adults. In pairs, students will study and describe the difference between the language used in the two scenarios, and finally, explain why the children changed their language when speaking to adults. Finally, students will write an informal review of <i>Ender's Game</i>, as they would describe it to their friends. Then, they will look through the review and highlight words they'd change if the review were being submitted to a newspaper for publication, and find more specific and formal words to replace the highlighted words.</p> <p>Instructional Focus: Vocabulary acquisition and application.</p> <p>Vocabulary activity: In pairs, students will research the etymology of a vocabulary word; each pair will be assigned a different word from the vocabulary list. The students will use their Chromebooks to research the origin of the word, when/where it was first used, how it has changed in usage over time, and any other relevant historical information. Students will also break down the word and define its parts, if relevant. Finally, students will create a sentence using the word, to show its usage. Each pair will then create a short (<5 slides) Google Slides presentation with their findings. Students will then present in a gallery walk. In the first part of the walk, half of the class will present to the audience, who will travel from group to group. At the end of each presentation, audience members will write their own sentence using the vocabulary word. After all groups have presented to all audience members, students will switch roles. As an</p>
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	<p>assessment, students will take a vocabulary quiz. The first half of the quiz will contain sentence completion questions, and the second half will instruct students to write a story using terms from a word bank.</p> <p>Technology Integration: Students make regular use of online tools/websites for learning, practicing, and assessing vocabulary and language skills, including Sadlier's vocabulary workshop, Purdue's Online Writing Lab, and NIU online tutorials for grammar.</p> <p>Interdisciplinary Connections: Students are regularly introduced to domain specific vocabulary, particularly related to humanities, social studies and science, through the reading of literature and informational texts.</p> <p>Media Literacy Integration: Students explore and critique the use of standard and nonstandard English, as well as formal and informal language used through different media they encounter regularly.</p> <p>Culturally Responsive Teaching: Through a consideration of the words that writers use, based on the time period the story takes place, or the social/cultural context of the story, students examine the power of words and how different words have particular cultural significance and meaning.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none">• Creativity and Innovation• Critical Thinking and Problem Solving• Communication and Collaboration• Information Literacy• Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none">• Financial, Economic, Business, and Entrepreneurial Literacy• Civic Literacy• Health Literacy

Unit Title: Animal Farm

[3 weeks]

Unit Summary: The unit is designed to demonstrate to students how a novel rooted in history and politics can creatively and compellingly be told in an allegorical context, with relevant messages and lessons about power's ability to corrupt, thereby undermining equality and individualism. While closely examining language, students will learn how rhetorical devices can be used to persuade, and how more manipulative propaganda techniques can sway an audience or population.	
Primary interdisciplinary connections: History (Russian Revolution and political ideologies/systems); Psychology ("Cult of Personality"; illusion versus reality; public manipulation); Art (propaganda posters).	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
In a world where media and leaders' use of the media increasingly shape how people think and consume information, this unit allows students to understand how crucial it is to develop independent and critical thinking. By examining the initial admirable goals of <i>Animal Farm</i> and its subsequent descent to totalitarianism, students will recognize the tenuous nature of democracy and attempts toward equality (and whether equality is ever truly achievable). High school students can certainly relate to the social hierarchies that immediately emerge in the novel. The fast seizure of power by the dominant pig class in the novel will tie effectively to the abuse of power in other English 1 texts such as <i>Speak</i> , <i>Julius Caesar</i> , and <i>All Quiet on the Western Front</i> . Students will also study and identify the various rhetorical techniques that leaders use to persuade and how the pigs' propaganda machine uses language to distort and deceive, thereby controlling public thought. By tying pre-reading political and historical contextual activities to their parallels in the novel, students will see how history still resonates and connects to current events today. Throughout their reading, students will understand the purpose of telling a story through allegory and recognize that virtually every character and event symbolically ties to historical figures and events yet can still apply universally to contemporary situations like the power dynamics and social stratifications of adolescence.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)	
Reading	<ul style="list-style-type: none">• Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.• Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.• Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work.• Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
Writing	<ul style="list-style-type: none">• 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.• Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA

	<p>Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none">• 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.• Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		
Speaking & Listening	<ul style="list-style-type: none">• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.• Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.		
Language	<ul style="list-style-type: none">• 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.• Demonstrate understanding of word relationships and nuances in word meanings.		
Essential Questions:		Understandings: <i>Students will understand that...</i>	
<ul style="list-style-type: none">• What is the purpose of allegory? How do we read allegories for both literal and symbolic meaning?• What are the responsibilities of those in power? What happens when power is taken advantage of?• How is language (and propaganda) used to influence or manipulate people?• What are the dangers of being a “follower?” What happens when people blindly follow others?• What does it mean to be free? Are true freedom and equality attainable?• How do authors use literature to critique historical people and events and human nature?		<ul style="list-style-type: none">• <i>Animal Farm</i> is an allegory, serving directly as a critique of Communism and Stalin's leadership and more generally as a critique of totalitarianism.• Authors can use literature as a form of political commentary. Orwell wrote <i>Animal Farm</i> as an allegory largely so that its complex ideas and criticisms would be accessible (and interesting) to a wider audience.• People use rhetoric and propaganda to gain and maintain power. For this reason, we must be careful and thoughtful consumers of information.• With freedom and power comes great responsibility, and it is dangerous when people with malicious or corrupt intentions get into positions of absolute power.	
Unit Learning Activities: <i>Students will...</i>			
<ul style="list-style-type: none">• Complete and discuss a multimedia pre-reading “Five Stations” activity through either physical stations in the room or an online Sutori in which students will learn about the Russian Revolution and various political systems (by thoroughly annotating a database article; watching a video about the differences between socialism and communism; answering EdPuzzle questions about the goals and outcomes of the Russian Revolution; listening to a speech by Lenin and answering questions; reacting to photographs of Orwell's experiences in the Spanish Civil War).• Understand the allegorical nature of the novel by examining how characters and concepts in the novel correspond to historical/political figures and systems (i.e., animalism/communism).• Establish “Seven Commandments” for the classroom, and evaluate the ease or difficulty of maintaining a more “perfect” and inclusive society (modeled on the attempt to reach equality in the novel).			

<ul style="list-style-type: none"> Understand the purpose of rhetoric to persuade (and propaganda to manipulate) by identifying and analyzing these devices in both historical speeches and speeches in the novel. Through group work, explore the “cult of personality” and how leaders can use propaganda techniques to build power and sway the masses. Review the components of opening, body, and closing paragraphs and the fundamentals of formal writing to draft, peer edit, revise, and produce a five paragraph expository essay. 	
Assessments	
<p>Summative:</p> <ul style="list-style-type: none"> A test to determine comprehension and close reading as well as ability to formulate well-defended short answer/open-ended responses. Design a creative digital propaganda poster that the reader might expect to see on Animal Farm including striking visual images, a persuasive slogan, and three rhetorical/propaganda devices. A formal five paragraph expository essay responding to one of a variety of prompts. 	<p>Formative:</p> <ul style="list-style-type: none"> Multiple choice quiz to gauge understanding of pre-reading historical context. Complete an Allegory Chart while reading which tracks behaviors and traits of novel characters to their corresponding historical figure (Marx, Lenin, Stalin, Trotsky, etc). Group “Hexagonal Thinking” (visual representation of how the pre-reading concepts, historical figures, and political systems connect and relate) Peer edit and teacher conference a formal analytical paragraph as practice for the final expository assessment.

Unit Title: The Secret Life of Bees

[3 weeks]

<p>Unit Summary: This unit explores the protagonist’s (Lily’s) search for the truth regarding her mother’s mysterious death, involving both a literal and metaphorical journey; the former, as she seeks to find a previous network of unexpected contacts her mother knew, and the latter, as she confronts her own preconceived notions of such individuals and attempts to process and heal when the truth proves elusive. Set against the backdrop of the turbulence and hope embodied by the Civil Rights Movement, students will explore how historical, literary, political, and pop cultural allusions can enhance and authenticate a text, and hone their research skills via a culminating annotated bibliography project.</p>
<p>Primary interdisciplinary connections: History (further exploration of historical allusions in the novel); Sociology (formation of an extended family; role of maternal figures); Psychology (stages of grief; identity); Oral tradition/storytelling; Art (depiction of motifs and images to capture time period)</p>
<p>Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)</p>
<p>Throughout the novel, Lily is riven by conflicts both internal (such as the possibility that she may have unintentionally killed her mother) and external (a vengeful father who keeps her sheltered). While dramatic, students will certainly relate to such convergent forces that can challenge the formation of - or ultimately determine - one’s identity. In order to assert her sense of self and find answers to pressing familial questions, Lily sets out on a literal and metaphorical journey with her African American caretaker. Along the journey, she encounters three African American sisters who hold clues to her mother’s past. Through their patient encouragement, they help Lily navigate the grief process which will allow students to understand characters’ states of mind in their personal grief journeys and understand strategies toward effective healing. The sisters also welcome Lily into their community rituals and traditions, as she finally breaks free of the prevalent alienation she experienced, a theme which ties fittingly to units such as <i>Of</i></p>

<p><i>Mice and Men</i> and <i>Speak</i>. This long-sought acceptance by the women will give students the opportunity to explore various types of families and their complex dynamics. With a new sense of belonging, Lily is able to re-evaluate her preconceived notions of people of color which can facilitate honest explorations of the assumptions that are part of human nature. With its many allusions to the Civil Rights Era, the novel invites deeper research inquiries into the time period, allowing students to realize how such authentic references, and their further explication in an annotated bibliography, can enrich a historical fiction reading experience.</p>	
<p>Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)</p>	
Reading	<ul style="list-style-type: none"> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, including how they relate in terms of themes and significant concepts. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
Writing	<ul style="list-style-type: none"> 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. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA Style Manual). Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
Speaking & Listening	<ul style="list-style-type: none"> Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify one's own views. Make new connections in light of the evidence and reasoning presented.
Language	<ul style="list-style-type: none"> Acquire and use accurately a range of 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. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
<p>Essential Questions:</p>	
<p>Understandings: <i>Students will understand that...</i></p>	
<ul style="list-style-type: none"> How does race, culture, and upbringing affect the way we see others and ourselves? 	<ul style="list-style-type: none"> Openness to learning about all cultures fosters knowledge and empathy.

<ul style="list-style-type: none"> • How does one work through the grieving process? What happens when one cannot solve the unknown? • Who is family? How can a non-"nuclear" family be just as essential in determining our place in the world? • How can one person help create systemic change? • How can a Socratic Seminar help fuel student-centered discussion and encourage the sharing of a variety of viewpoints? • Why does an author include allusions in his/her novel? • How can research further enhance the reading experience? 	<ul style="list-style-type: none"> • Storytelling and rituals honor one's past and can provide meaning to the present. • While loss of innocence and struggling with external conflicts can be discomfoting, they are key to forming teenage identity. • Small individual acts of courage or defiance can contribute to large-scale institutional and societal change. • The use of allusions adds authenticity to a fictional creation and can help readers understand the time period more effectively. • The research process, in particular annotated bibliographies, foster critical reading and evaluation of sources rather than just passively processing information.
<p>Unit Learning Activities:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Keep an "Investigative Journal" in which students gather clues and speculate/deduce what may have happened to Lily's mother. • Explore the purpose, significance, and meaningfulness of a personal/familial ritual or tradition and draw connection to one in the novel. • Capture the setting, time period, symbolic significance of images/motifs, and the voice of a character by designing and writing a creative postcard from one character to another. • Thoroughly annotate several common sources that tie to and elaborate on allusions in the novel. • Track other allusions as students read, to then self-select and research a topic of interest near completion of the annotated bibliography. • Understand the objectives and construction of an annotated bibliography, including a concise summary paragraph with well-integrated quote and a reflection/analysis paragraph of each source. • Accurately input all sources into Noodle Tools. • Conduct a Socratic Seminar to encourage direct dialogue between peers and recognize how the free-flow of student-generated insights, questions, and multiple interpretations can enhance understanding of the novel and collaborative learning. Particular attention may be placed on the debate regarding the risk of personal well-being in order to provoke societal/systemic change and the degree to which Lily's upbringing has internalized preconceived notions about other races (and how she learns to break free of such prejudice). 	
<p style="text-align: center;">Assessments</p>	
<p>Summative:</p> <ul style="list-style-type: none"> • End of novel unit test with multiple choice questions to assess reading comprehension; open-ended questions to affirm ability to formulate and defend a well-reasoned response; creative tasks such as writing a letter as the protagonist years after novel end. • Annotated Bibliography • Accurate MLA works cited entries for the common/self-selected sources. 	<p>Formative:</p> <ul style="list-style-type: none"> • Socratic Seminar: preparation (higher level questions to pose; quotes and passages to explore) and participation (meaningful contributions; effective communication including understanding verbal cues and balance of listening/speaking) • Reading checks by explaining how a chapter's epigraph ties to events in the chapter. • Creative postcard • Progress checks on the Investigative Journal

Unit Title: Monster

[3 weeks]

Unit Summary: Steve Harmon, a black teenager living in Harlem, is arrested for felony murder, and while in prison awaiting trial, the budding film maker documents his experience as a screenplay. Through the course of the novel, Steve and the reader experience first-hand a prison and trial system designed to break down the individual. Students, alongside Steve, will grapple with the degree to which they can trust his version of the truth and the extent to which assumptions of race impact his trial.	
Primary interdisciplinary connections: Film Studies; Social Studies (social justice and criminal justice); Psychology	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
Throughout his screenplay and journals, Steve struggles with how he became enmeshed in the crime, and he questions the prosecutor's blunt portrayal of him as a monster. Students will relate to such questioning of self and the degree to which outside forces (including malevolent environmental and peer influences) can potentially lead one to stray from his/her principles and values, providing relevant ties to, for instance, <i>A Separate Peace</i> . Steve's harrowing experiences in prison, and stark realization that he may not receive a fair trial, shed light on the injustices and systemic racism of the court and prison systems. As a verdict looms, Steve undergoes a moral reckoning through which students will discern that the outcomes of their own ethical and moral decisions can have significant and long-lasting consequences. Throughout and at the novel's end, students will question the degree to which they can trust Steve's conception and version of the "truth"; this provides an opportunity to explore the importance of evaluating narrator reliability and can transition to a summative assessment in which students creatively script and film the "untold story" that was not revealed by Steve, but instead through the perspective of other characters.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)	
Reading	<ul style="list-style-type: none">• Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.• Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Writing	<ul style="list-style-type: none">• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.• 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.• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Speaking & Listening	<ul style="list-style-type: none">• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

	<ul style="list-style-type: none">Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.		
Language	<ul style="list-style-type: none">Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.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.		
Essential Questions:		Understandings: <i>Students will understand that...</i>	
<ul style="list-style-type: none">Does the justice system treat people equally and fairly?What effects do peoples' assumptions and judgements have on self-esteem and sense of self?How does a person make a moral or ethical decision?How is a person both a product of their upbringing/family/values and also their larger environment?How does point of view in a story affect the readers' experience?How can the format of a novel, in this case written as a screenplay, allow for a deeper understanding of character and themes?How does a speaker use rhetorical devices to persuade an audience?		<ul style="list-style-type: none">Racial disparities persist at every level of the criminal justice system. "Tough on crime" policies and mass incarceration disproportionately affect people of color.People regularly engage in conscious and unconscious bias and racism. The recipient of such assumptions and bias will likely question his/her own identity and self-worth.Personal values, familial upbringing, external environment, and societal mores (or lack of any of these) can shape moral or ethical decisions.First person perspective can add authentic voice to a text, but readers must carefully evaluate the reliability of a story told from one point of view.An author uses a variety of rhetorical devices and strategies including logos, ethos, and pathos to persuade an audience.A dynamic screenplay can add cinematic flourishes to a text and lends itself to a visual interpretation of a written work.	
Unit Learning Activities: <i>Students will...</i> <ul style="list-style-type: none">Watch excerpts of PBS/Ken Burns' <i>Central Park Five</i> to understand how presumptions of race resulted in the miscarriage of justice for five black and Latino teenagers.Keep an on-going Jury Log evaluating how textual evidence points to the protagonist's evolving potential guilt or innocence throughout the novel.Conduct a mock trial during key testimonies in the book, paying close attention to the persuasive techniques and strategies used by the attorneys and witnesses.Script and enact a creative "cross examination" (not novel specific; such as student/teacher or parent/child) in which persuasive techniques and strategies are used to arrive at the truth of an ambiguous situation.Examine hypothetical moral and ethical scenarios to see if student groups can arrive at consensus regarding the dilemma to be resolved.Listen to the protagonist's pivotal testimony and the trial's closing arguments in order to explore how tone, cadence, and diction can influence meaning and attempts to persuade.Write and film a creative script and movie which brings together two characters from the novel (other than the protagonist) and tells the "untold story" that is revealed when these characters' perspectives are revealed (versus having relied solely on the protagonist's version of events).			
Assessments			
Summative:		Formative:	

<ul style="list-style-type: none">• Combination objective/open-ended Test.• Writing an original script told from two alternate characters' perspectives and creatively filming this movie.	<ul style="list-style-type: none">• Progress checks on the Jury Log.• Free write on the complexities that informed their moral/ethical scenario decisions.• Creative collage visually demonstrating various connotations of a "monster"• Vocab quiz focusing on words related to the justice system/court proceedings
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Appendix A: *Animal Farm* Essay Prompts

Name: _____ Date: _____
English 1

Animal Farm – Final Essay Options

Choose one of the following prompts and fully explore it in a well-written and original five paragraph formal essay. Follow all the conventions of formal writing, including: an opening paragraph with a specific thesis statement that answers the “so what?” question; fully-developed body paragraphs that include specific evidence to prove your thesis (with smoothly integrated and properly cited quotes) and strong analysis; and a compelling conclusion.

Adhere to all the rules of formal writing. For example: no first person or personal pronouns; no contractions; sophisticated topic sentences (versus “First”; “Next”; “Last”); no “pointing” (ex: “this quote shows that . . .”), etc.

1. Explore how the pigs manipulate truth to gain and keep power. Explain why it works, and what Orwell is saying about those who *wield* power and those who are *subject to* power.
2. Explore the role of rhetoric in the pigs’ manipulation of the animals. Trace how it evolves over the course of the novel and its effect on the animals.
3. Explore the use (or mis-use) of education and knowledge (consider logic, history, memory, and/or propaganda) as the pigs’ source of power and the effect on Animal Farm.
4. Explain why Orwell chose to write the book as a satire or allegory. Then, analyze the satirical or allegorical elements in the novel, and show what they are critiquing about society at the time of the Russian Revolution – or even today.
5. Discuss the relative merits and defects of the different political and/or economic systems presented in *Animal Farm* **based on Orwell’s point of view**. Your thesis should demonstrate what Orwell was trying to prove, and then support this view by analyzing specific examples from the text.

Appendix B: **Review of Analytical Writing** (*can be used for any novel/unit)

Name: _____ Date: _____
English 1

Review of Analytical Writing/Paragraphs

Your job as a high school English student and writer is to demonstrate your understanding of what we read with depth and a clear ability to specifically explain, by providing **focus**, **context**, **textual evidence**, and **analysis** of that evidence. An analytical paragraph provides a structure and organization to do that. Let's review and practice.

Here is a practice prompt: **Choose one character in the novel so far. Explore a challenge they face. How do they try to overcome it? What does that reveal about his/her character?**

What should you do?

A) Brainstorm and plan. Jot down initial ideas. Then, go into the book: scan passages; re-read; examine annotations. Jot down lines or passages that can serve as evidence to PROVE your ideas. Review handouts from class and notes you've taken from class discussions.

Some questions you might want to ask and respond to:

- What about the character's traits could be problematic in this setting (consider place, time period, and environment/culture)?
- What kind of internal challenges or dilemmas might be problematic?
- What kind of external conflicts does the character face?
- Who or what might the character clash with? Why?
- What needs might the character have that he/she is attempting to fulfill?

B) Start organizing your ideas, observations, and interpretations in a fully developed paragraph:

1) Topic sentence.

- States the main idea of the paragraph;
- Addresses the prompt;
- Provides focus;
- Thought provoking; goes beyond a mere fact.

Yes: Learning a painful truth can hurt a person, but it often makes someone stronger and helps them to avoid the same mistakes in the future.

No: And Then There Were None is a fiction book that has many themes.

Tips:

- ❖ Don't just repeat or "parrot" a prompt.
- ❖ Avoid clichés (overused sayings we've all heard before: "Many people say home is where the heart is.")
- ❖ No dictionary definitions. "According to Webster's dictionary, a hero is defined as . . ." (Show off *your* thinking).

2) Context

- Essential information that the reader of your paragraph needs to know leading into your quote and analysis.
- In formal writing, you assume the reader has not read the novel, so you need to provide quick details to identify characters, events, etc within your context.
Ex: Instead of just Wargrave (who's he? I haven't read the book!): Wargrave, a killer judge with a twisted sense of justice, . . .
Ex 2. No: "When the characters got there . . ." Yes: "When the suspects arrive at Soldier Island . . ."

Tips:

- ❖ Context should be 1-2 sentences long; do not veer into summary.
- ❖ It's hard to write the context sentence(s) without knowing what your evidence will be. Find your evidence first before completing this step.

3) Evidence (quote)

- Serves as your textual evidence from the novel.
- Needs to be integrated into your paragraph. We'll talk more about this, but a quote cannot stand on its own as a sentence. You need to provide a lead-in to the quote, such as:

No: Blore looked at Vera. "It was as though the sane well-balanced girl had gone mad before their eyes" (Christie 152).

Yes: Blore looked at Vera and observed that "the sane well-balanced girl had gone mad before their eyes" (Christie 152).

No: Lombard disagreed. "'She's not a hysterical type'" (Christie 153).

Yes: Lombard disagreed, saying "'[s]he's not a hysterical type'" (Christie 153).

- Notice the format of the citation --> " " (author's last name page number). No comma between author and page. Period after the last parenthesis.
- Notice the difference between narration and dialogue. With dialogue, you need single quotes within the double.

Tip:

- ❖ Don't "point the quote out"; in fact, don't use the word "quote" in your writing!
No: His determination is there in the quote that says . . .

Yes: With determination, Blore emphasized to Vera, “Whatever you do, don’t open your door” (Christie 195).

4) Analysis/Explanation/Interpretation

- This is where you show off your thinking and prove a point.
- Explain how your evidence supports your assertions and the topic (later on/looking ahead: it also ties to and proves your thesis).
- You just pointed out something important from the novel in your evidence: thoroughly explain why it matters; its significance; implications; what it proves.
- Strive for more than one sentence of analysis. Show off your interpretation and inferencing skills.

You don’t have to stop here! If you have more evidence that proves your points and can explore more specific details that further bolster your ideas and claims, do the following:

Transition sentence: to move into your next example. Can include key words/phrases like:

Additionally / Furthermore / The author’s message is further demonstrated when . . . / Vera’s fear becomes even more overwhelming when . . .

Then, repeat the same sequence in #s 2-4:

Context for second piece of evidence

See above

Second piece of evidence (quote)

See above

Analysis of second piece of evidence

See above

Concluding sentence

A sentence that wraps up your paragraph and enforces your main point(s).

Tip:

- ❖ Avoid “In conclusion”. The reader will know it’s the end of your paragraph!

Rules to keep in mind throughout the entire paragraph and whenever you do formal or analytical writing:

We’ve already discussed these:

- ❑ No personal pronouns including first person (Avoid “I”, “our”, “you”);
- ❑ No contractions (she’s; don’t; can’t); spell them out (she is; do not; cannot, etc.)

Revised: August 2021

- ☐ Underline or *italicize* book titles. Call it a “novel” or “text”; not a story.
- ☐ Proofread slowly and OUT LOUD. Errors and awkward wording or sentences will stand out when spoken. MAKE SURE SPELL/GRAMMAR CHECK IS ON IN YOUR SETTINGS.

Let’s add these new ones:

- ☐ Avoid what I call “signposting” your essay: “First”, “Second”, “Next”, “Finally”; “To add on”; “At the beginning”, “In the middle”; “By the end”; “In conclusion”. This is elementary! Good writing is fluid (will naturally flow), and the reader of your essay doesn’t need the order of your essay pointed out to them.
- ☐ Avoid general/vague word choice: “things”; “situations”; “circumstances”; “events”; “actions”. These words say nothing. They can be 3,849,526 THINGS. At least. Infinity.
- ☐ Avoid casual or conversational language. We all need to develop academic voices this year. You can’t write in the language you would speak to a friend with: “at the end of the day”; “all in all”; “on the flip side”; “Lennie was gonna go with George”; “Thanks to Wargrave’s craziness, everyone died”; “He didn’t have the brains to get it”
- ☐ Avoid “it is obvious that . . .”. If you’ve chosen to analyze something that’s obvious, you took the easy way out. It demonstrates no thinking; shows all you can do is work with the surface level stuff that we already know.
- ☐ Avoid “story”. Use “novel” or “text”.

Appendix C: Rubrics for *The Secret Life of Bees* Annotated Bibliography Project

Name: _____
English I – Annotated Bibliography Rubric

A	Each annotation demonstrates superior summary and reflection, expertly addressing the prompts. All citations are included and formatted flawlessly in MLA style. <i>Paragraph 1 (Summary Paragraph)</i> : very effectively conveys essential points of the text in a concise manner while avoiding vagueness. Superior integration of a carefully chosen/purposeful quote with proper in-text citation. No first person present at all. 6-8 sentences. <i>Paragraph 2 (Reflection/Analysis Paragraph)</i> : thoroughly insightful reflection and analysis of the source. The writer has very effectively explained usefulness, allusions, and/or connections (to SLB &/or other sources). 5-7 sentences. Writing demonstrates superior grammar and mechanics. All directions were followed completely.
B	Most annotations demonstrated very good to good summary and reflection, addressing most components of the prompts. Citations are included and nearly all are formatted in proper MLA style. <i>Paragraph 1</i> : conveys essential points of the text in a concise manner with virtually no vagueness. Nearly all quotes are carefully chosen/purposeful, integrated satisfactorily, with proper in-text citation. Avoids first person. 6-8 sentences. <i>Paragraph</i>

	2: insightful reflection and analysis of the source. The writer has effectively explained usefulness, allusions, and/or connections (to SLB &/or other sources) though occasional clarifications would enhance the product. 5-7 sentences. Writing demonstrates sound grammar and mechanics. Directions were followed with an occasional minor lapse.
C	Annotations demonstrate average summary and reflection, but omit some components of the prompts. Citations have frequent formatting errors; MLA style was not completely followed. <i>Paragraph 1</i> : conveys some satisfactory points, but further development and clarifications needed. Some quotes are not carefully chosen or particularly illustrative; better integration sometimes needed; frequently missing or inaccurate in-text citations. May contain first person. Length requirement sometimes not met. <i>Paragraph 2</i> : basic reflection and analysis of the source. The writer did not consistently explain usefulness, allusions, and/or connections (to SLB &/or other sources). Frequent clarifications needed. Length requirement sometimes not met. Writing demonstrates average grammar and mechanics; errors, which should have been remedied by now, still appear. Directions sometimes not followed. Overall, more effort needed.
D	Annotations demonstrate minimal or ineffective summary and reflection. Many components of the prompt are missing. Citations may be missing or significant errors in formatting. Writing demonstrates frequent grammar and mechanical errors. Directions have not been followed. Much more effort needed.
F	Requirements of the project detailed above have not been met.

GRADE: ____ / 100

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English I - Annotated Bibliography **Part II** – Rubric

Formatting – Student paid close attention to all formatting. Proper MLA heading. Correct title with thought-provoking sub-title. Single spaced thesis statement. Double spaced citations and paragraphs with two double spaces between each of the five entries. Correct indentations and margins. Alphabetical order. / 10

Thesis Statement – A strong statement that defends a position related to either of the two options. Skillfully written and thoroughly developed with no vagueness. Demonstrates careful crafting and thought regarding the purpose and objectives of the project. Includes author and title. Demonstrates academic writing. / 10

Fifth Source – An unquestionably **reliable/credible** source closely and directly related to the historical context of the novel or an actual allusion from the novel. A photocopy of this source was included. This source was very effectively annotated. Meets length requirement (minimum 2.5 pages.) / 10

TOTAL PART II: / 30

Submit the following IN ORDER at the beginning of class on the due date. (Already stapled or neatly paper-clipped at the bell):

- 1) The annotated bibliography;
- 2) A copy of your fifth source (the one you chose) fully annotated;
- 3) These rubrics. (Tear it off from this handout.)

Appendix D: Monster Creative Project

Name: _____ Date: _____
English I

Monster Creative Project

Throughout reading Monster, we, as the readers, were able to access Steve Harmon's inner thoughts through his journals. We could also "see" from his point of view through some of the illustrations in the text. Additionally, we could hear his voice and emotions through the audio recording.

Your task, with a partner, is to accomplish the same with *two other* characters from the text.

In other words, create a scenario (for instance: several scenes, an interview, a movie trailer, a news report, a documentary, etc) in which at least two people interact (since this is a partnered activity), preferably other than Steve, from the novel.

The character from the novel should respond to specific events in the text: what he or she just saw, heard, and experienced. You must try to capture the unique voice and perspective of the character based on what we know about him/her.

Alternatively, is your character's story and voice *different*, in private, from the "public" persona we've come to know in the text? In other words, is your character's version of events different from Steve's? Was Steve not telling the whole story?

As you're writing, get into those characters' minds. Think about what emotions would be conveyed since you'll become the characters. How will you convey the characters' mood, emotions, and thoughts through your own voice and actions and other visuals? For example, if I've written from the perspective of Mr. Sawicki after he testifies on behalf of Steve, I would likely convey frustration, disappointment, and concern that my student, who has such potential, has been caught up in the crime.

Plan of action:

1. Pick a partner.

2. Decide which two characters' versions of events you want to tell (and how/why they would interact.) Brainstorm what they would reveal. * Note: You can add other characters or "invent" an additional character (for instance, a reporter or juror; one student can take on more than one role, or you can have "guest star[s]" in your movie), but you and your partner still need to collaboratively write the entire piece/script. In other words, I want to make sure, since this is your final assessment, that both of you are using the novel.
3. Get your idea approved by me. Start drafting and writing – in screenplay format like the novel. What features of the novel can you incorporate? Conversations between your two characters? Partial monologues mixed in? Diary or journal entries? Flashbacks? Other creative and *cinematic* methods? Think about how you would present/deliver and/or film it too.
4. Write together. The first draft due must be 2.5 to 3 pages. When you film/present the final project, it should be about 4-5 minutes, so plan to write at least the same number of pages together (about 5 pages total) in script format (single spaced dialogue with a space between each character, just like the book.) The length of the final script will likely vary, based on whether you have long paragraphs or back-and-forth dialogue. Either way, the written component should evidence several solid days of work. TIME IT before you film.
5. Think of a creative way to present your project to the class; most people chose to make an iMovie.
 - Filming will likely need to be done together at home.
 - There are cameras that can be checked out at the Library. But if you need one, you must let me know right away since a permission slip has to be signed by your parent.
 - Make sure that whatever method you choose is compatible with a Mac or Chrome Book and can be sent to me/saved on my computer to be presented in class.
6. Your presentation idea must also be approved by me.
7. Unleash your creativity. Consider using unique "sets" or locations; camera shots and angles; how you cut between scenes; props/costumes; cinematic/"special effects"; etc