

Theme

How can citizens innovate, manage, and use technology in ways that are socially responsible?

STEM Innovation Academy Unit 1 Plan

Subject: Humanities: The American Experience (English) Unit Title: TED Talk--Motivation Through Information Grade: 9	Teacher: Ms. Buske Duration: 8 Weeks
<p style="text-align: center;">Summary of Unit</p> <p>TED is a forum for experts from diverse fields to present their observations and innovations, thus doubling as an online community that is truly contributing to the “information age.” As a course designed to foster our students’ ability to frame modern issues through a historical lens, to critically assess and synthesize information from a variety of sources, and use those understandings to promote positive community action, the TED Talk project is a perfect complement to the Humanities course. By constructing a TED Talk, students will craft an informative piece inside of a narrative structure with the goal of synthesizing historical context with current issues in order to promote INFORMED ACTION on behalf of a target audience/community. In the process of crafting this speech, students will learn how to critically analyze, draw inferences from, and compare and contrast a variety of complex texts from past and present, perform research that is consciously unbiased, use specific language and structure for a purpose, present information formally for a specific audience and purpose, and explore the implications of becoming active citizens in their community.</p>	
<p>Standards/Outcomes/ NJSLA-Related items for Grades 9-10</p> <p><i>Targeted Standards:</i></p> <p>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.</p> <ol style="list-style-type: none">1. 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.2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.5. 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.6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g.,	

articulating implications or the significance of the topic).

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.

1. 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.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Evidence

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).

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).

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.

Reading Literature

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.

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.

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.

Supporting Standards:

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

NJ-SLA Related Items

- NJ-SLA Research Simulation Task
 - Annotating and analyzing texts
 - Synthesizing Texts
 - Thesis and Supporting Evidence
 - Transitions/Connecting Ideas
 - Introduction/Conclusion Writing
- NJ-SLA Narrative Writing Task
 - Prose Constructed Response
- NJ-SLA Literary Analysis Task
 - EBSR (Evidence Based Selected Responses)

The NJ-SLA Writing Scoring Rubric for Grades 9-10 will be used to assess NARRATIVE and INFORMATIVE writing.

Stage 1 – Desired Results
<p>Essential Questions:</p> <p>Literature:</p> <p>How are authors shaped by their personal, cultural, and national history?</p> <p>How can we use our understanding of language, structure, and context to assess bias in a literary work?</p> <p>How can we use our analysis of literature and media to examine social, political, and cultural structures?</p> <p>How can we use information from the past to inform our future actions?</p> <p>How can we use writing to motivate audiences into action?</p> <p>PBL:</p> <p>What do students in our community know about modern social issues and their relationship to history?</p> <p>How can we use information and research about a problem to guide community action?</p>
Stage 2 – Assessment Evidence
<p><i>Unit Pre-assessment: “Filling in the Blanks”</i></p> <p><i>Description: Students will analyze and annotate a TED Talk for language and structure and will come to the conclusion that the talk is lacking “historical” context. Students will be asked to research the painting that is used in the TED Talk story and present a “history” for that painting to be incorporated in the TED Talk. Students will be assessed in terms of analytical skills, research skills, informative writing skills, and speaking/listening skills.</i></p> <p><i>Summative Assessment: Presentation of TED Talk</i></p> <p><i>Description: Students will present a TED Talk in front of an audience and will participate in a Q&A session with audience at the close of the presentation.</i></p>
<p>Performance Task(s):</p> <p>Writer’s Notebook</p> <p><i>Students will write 5 REFLECTIONS (minimum) per week. Each response should be at LEAST 7 sentences and should include SPECIFIC examples/evidence to support your ideas. There will be specific prompts on certain days. However, on the days where there are NOT prompts, students will use the following prompts to guide responses:</i></p> <ul style="list-style-type: none"> • What topic was explored in history today? What are some connections to our modern world? • How has your understanding of a historical event changed your view of something happening in your community today? Be specific.

- How have you improved as a writer and a researcher? Explain, using specific examples.
- What have you learned from your classmates about current events, or events that are happening in today's world?

(Note: Writer's Notebooks will eventually be used during Creative Writing Series)

PlayPosit

Students will read teacher-selected "articles," as well as one self-selected article, related to topic of the week. Articles will be assigned to students based upon reading level (from Newsela). After reading articles, students will watch a TED Talk video on PlayPosit and respond to questions throughout the video using article to support ideas.

Topic Rationale

Students will write a 1-2 page rationale describing topic of interest and why they chose this specific topic. Students should discuss target audience and WHY students think this audience should learn about this specific topic. Students should list the learning objectives (ideas they hope your audience walks away with after listening to their talk) within their rationale. Students should cite at least THREE outside sources in your rationale.

Circle Discussions: Chart Paper Analysis

Students will participate in a "Circle Discussion" weekly based upon mentor novel OR short story/memoirs and Amy Tan's "The Joy Luck Club." Students will be asked to focus on language and structure, and will be asked to perform an analysis, draw inferences, and come to conclusions about central ideas that allow students to compare/contrast mentor text with Amy Tan's novel.

TED Talk: Mock Presentations

Students will be divided into groups of 4 based upon their TED Talk topics. Students will hand out pre-survey to classmates the day before to assess classmates' understanding of topic. Students will present speech and take notes on feedback, or listen to speech and give Praise/Question/Prompt feedback. Students will give out post-survey to assess effectiveness of speech. Students will revise speech according to survey results and peer feedback (this will occur three times before students choose their final TED Talk topic).

Survey: Analysis and Inferences

Students will create a survey that includes 10-20 questions about topic. The purpose of this survey is to assess how much about their chosen topic the community knows. The survey questions should be based upon the learning objectives cited in rationale. Students will place the results of the survey in a Google Form or EXCEL Spreadsheet and explain the results, discussing how the results will guide research.

Sources and Brief Description

Students will provide a list of 5-10 sources that will be used in TED Talk. Students will be encouraged to use class materials (texts provided in class), but should use AT LEAST three outside sources. Under each source, students will write a brief description of the source (what the source is about, why student chose the source--credibility, relevance, recency, and how it will help student develop topic).

Writer's Notebook: Creative Writing Series

In writer's notebooks, students will respond to daily prompt based upon mentor text. After analyzing writer's techniques and linking techniques to the theme of the text, students will apply the techniques to their own creative writing and will participate in peer revision process.

Author Panel

Students will participate in an "Authors Panel." The Panel will include four students--three will represent an author from mentor text (will be a narrative/creative text based off of the theme of the TED Talk) and one will represent TED talk speaker. Before Panel, students will annotate and perform close analysis of literary techniques used in mentor texts and discussed during writer's workshop. Students who are not participating in the panel will annotate the stories and prepare questions for the "Panel" based upon literary techniques and author's central theme.

Authentic Experiences:

- 1) Conducting "Community Survey" to assess community's knowledge/awareness of chosen TED Talk Topic (must be related to four historical themes)
- 2) "Author Meet & Greet"
-Titus Kaphar (TED Talk Author)?
- 3) Virtual Tour of Museum

Extensions (Tiers I):

Content: Articles and Novel

- Students will be asked to use articles from Google Scholar as part of their research. Students will be required to assess at least THREE primary sources, whether this includes data from research OR primary historical document
- Students must choose "mentor novel" to read as primary source of research
- Students will be allowed to choose topic of interest

Process: Flipped Classroom

- Students will choose ONE TED Talk as model for classmates (will annotate, analyze, and present talk)

Differentiation (Tier II and III):

Content: Research Articles

- Students will be provided with "Newsela" research articles (each article will be tailored to Lexile Level of student and student interest)
- For "Narrative Model," students will be allowed to use novel or collection of short stories (again, tailored to Lexile Level and student interest)
- Students will be allowed to choose topic of interest

Process: Group Option

- Students will be allowed to work in groups (if this option is chosen, final product SHOULD be a TED-Ed)
- Students will act as "Panel Guests" and "Peer Critics"

<p>-Students will act as “Panel” authors</p> <p>Product: Live Talk</p> <p>-Students will be required to present a “live speech” in front of audience (cannot read from paper/computer, can only use briefly written prompts on index cards)</p>	<p>during Author’s Panel and Fishbowl</p> <p>Product: TED-Ed</p> <p>-Students will include “speech” as the “transcript” of a video, and will include graphics to illustrate ideas from speech.</p> <p>-Students will be allowed to record speech ahead of time</p>
<p>Stage 3 – Learning Plan</p>	
<p>Vocabulary:</p>	
<p>re-contextualize, appropriated, implicit, explicit, pathos, logos, ethos, bias, connotation, denotation, baleful, bard, burlesque, alacrity, assiduous, cajole, caprice, desecrate, droll, evince, expiate, guile, indubitable, levee, orator, palpable, petulant, prudential, rectified, chagrin, evasive, proximity, impish, reprieve, harangue, adulation, amicable, adversity, divergent</p>	
<p>Expert/Field Experience(s)</p>	
<ul style="list-style-type: none"> • Visit to the Museum for African Art (in NYC) • TED Speaker Visit (Titus Kaphar?) • Guest TEDx Speaker from NJIT (organize another TEDx event) 	
<p>Literacy Connections/Research</p>	

- Students will conduct daily research during the last 40 minutes of class (students should annotate each text)
- Students will complete a daily Journal, where they will either respond to designated writing prompt related to specific daily lesson OR writing prompt option (given at the beginning of the project)
- Students will be examining the following literary texts during the course of research (in addition to teacher-selected Newsela Articles OR Ebsco Articles): *Zorro*, *A Mercy*, and *Scarlett Letter*

Resources:

Materials

Writer's Notebooks
Chromebooks
Chart Paper
Recording Devices (TED Talk)

Digital

TED Talks
PlayPosit*
Newsela*
Ebscohost (eBooks)
Storyboard.com
NY Times Learning Blog
Google Forms*
Clarisketch (<http://www.clarisketch.com>)
Scratch MIT (<https://scratch.mit.edu>)
Writing/Brainstorming: [Scoot & Doodle](#)

Central Text

Uncle Tom's Cabin (pdf)
<https://www.saylor.org/site/wp-content/uploads/2011/11/SAYLOR-ENGL405-7.3-UNCLETOM.pdf>
Uncle Tom's Cabin (full audiobook)
<https://www.youtube.com/watch?v=29Kve48nC6Q&list=PL0DhuPhpoKuS8AiqDj2j9e6KCRRGCLD3c>

Texts

Scarlet Letter by Nathaniel Hawthorne
The Book of Negroes by Lawrence Hill (TV Series Connection)
https://media.curio.ca/filer_public/4e/51/4e515f0b-6298-48b9-9a95-2fe34f0e6ca7/bon_teachersguide.pdf
A Respectable Trade by Philippa Gregory
(Interview with the author: http://jakeson21st.ca/read_philippa_gregory_a_respectable_trade_online.pdf)
A Mercy by Toni Morrison
<http://memberfiles.freewebs.com/36/26/43092636/documents/A%20Mercy%20-%20Toni%20Morrison-1.pdf>
Zorro by Isabel Allende
The Last of the Mohicans <https://www.planetebook.com/free-ebooks/the-last-of-the-mohicans.pdf>
Differentiated: <http://www.sdlback.com/content/sp9189.pdf>
Contemporary Short Fiction by Native American Women
Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom and Science by Marc Aronson and Marina Budhos
Chimamanda Adichie's "The Danger of a Single Story"
To Be a Slave by Julius Lester (Tentative)

Poetry:

“Names” by Teresa Mei Chuc

<https://www.poetryfoundation.org/poems/145607/names-5a68f233f023d>

“Alternate Names for Black Boys”

<https://www.poetryfoundation.org/poetrymagazine/poems/56843/alternate-names-for-black-boys>

“When Names Escape Us” by Gordon Henry Jr.

<https://www.poetryfoundation.org/poems/53894/when-names-escaped-us>

“Names” by Lisel Mueller

<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=30675>

Nonfiction

Hello, My Name Is__

https://www.commonlit.org/en/texts/hello-my-name-is-?search_id=1821992

The Unspoken History Behind a Surname

https://www.commonlit.org/en/texts/the-unspoken-history-behind-a-surname?search_id=1827177

A Guide to Reading Uncle Tom’s Cabin

http://williambarclayallen.com/articles/Guide_to_Reading_Uncle_Toms_Cabin.pdf

Note: Students will be choosing texts in “book clubs” to examine (will be based upon reading level)

Rubrics and Assessments:

Reading Rubric

https://docs.google.com/document/d/1Nv1LXOUFZAZlqtZMVhq0daEtXH_ODPH2u5YZch3mYs0/edit

TED Talk Rubric

<https://docs.google.com/document/d/1y4vixlZaunY25KiyAxbnhS4iw7IUo9A1yWL-v1ZljuU/edit>

Socratic Seminar Rubric

https://docs.google.com/document/d/1iyQk5TlsqfJntUXN_EigDil67nLQF9aFSKD8_xz8dbg/edit

***Utilizes Google Classroom**