

BCS Literacy Vision

Unit Overview

In this unit, students will read about and discover how people are made into heroes.

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about heroism.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write an argument that has a clear structure and that draws evidence from texts and background knowledge to support a claim.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use syntactical devices to elaborate text and add interest to writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- *What makes a hero?*

Anchor Text(s)

- Historical Perspectives: **Focus Period 750-1066: Ancient Warriors**
- Anchor Text, Epic Poetry: **from Beowulf**, translated by Burton Raffel (NP)
- Media, Graphic Novel: **from Beowulf**: Gareth Hinds

Related TextsInformational Texts

- Essay: **Accidental Hero**, Zadie Smith (830L)
- Science Article: **The New Psychology of Leadership**, Stephen D Reicher, Michael J. Platow, S. Alexander Haslam (1360L)
- Science Article: **What is Charisma and Charismatic Leadership?**, Ronald E. Riggio
- Speech: **Speech Before Her Troops**, Queen Elizabeth I (1150L)
- Speech: **Defending Nonviolent Resistance**, Mohandas K. Gandhi (1390)
- Speech: **Pericles' Funeral Oration**, Thucydides, translated by Rex Warner (1240L)

Literary Texts

- Poetry: **To Lucasta, on Going to the Wars**, Richard Lovelace (NP)
- Poetry: **The Charge of the Light Brigade**, Alfred, Lord Tennyson (NP)
- Poetry: **The Song of the Mud**, Mary Borden (NP)
- Poetry: **Dulce et Decorum Est**, Wilfred Owen (NP)
- Poetry: **The Battle of Maldon**, Translated by Burton Raffel (NP)

Nonprint Texts

- Media: Interactive Website: **How Did Harry Patch Become an Unlikely WWI Hero**, BBC/Wonder

End-of-Unit Assessment:**Part 1: Writing to Sources: Argument**

Students will write an argumentative essay on the following topic: Which contributes more to heroism – sacrifice or success?

Part 2: Speaking & Listening:

After completing the final draft of their essay, students use their argument to deliver a speech.

Week 1

Day 1	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Deepen their perspective on the nature of heroism by reading, writing, speaking, listening, and presenting. ○ Read “<i>A World of Heroes</i>.” Participate in discussions about heroes. ○ Write a summary of the Launch Text. ○ Write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 3	Instructional Plan
Text(s): Historical Perspectives Focus Period: 750-1066	<p><u>Student Learning Target:</u> 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Read quotations and state main ideas and details about the voices of the time . ○ Read about invasion and conquest and how the language, social norms, religions, and government changed and revolved after each wave. ○ Preview the selections titles and note how they reflect the hopes and fears of the people of the time.

Day 4	Instructional Plan
<p>Text(s):</p> <p>From Beowulf by Burton Raffel</p>	<p><u>Student Learning Target:</u> 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Notice: Who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit. Connect: Ideas within selection to what you already know and have read. Respond: Complete Comprehension check and write a brief summary of the selection.
Day 5	Instructional Plan
<p>Text(s):</p> <p>From Beowulf by Burton Raffel</p>	<p><u>Student Learning Target:</u> 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Students complete comprehension questions. Research one unfamiliar detail from the text OR choose something that interests them from the text and formulate a research question.

Week 2

Day 6	Instructional Plan
<p>Text(s):</p> <p>From Beowulf by Burton Raffel</p>	<p><u>Student Learning Target:</u> 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. 11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning. 11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Review the Close Read Model and complete the close read sections in the selection. Respond to questions about the text, citing textual evidence. Analyze features of the epic poem.

Day 7	Instructional Plan
<p>Text(s):</p> <p>From Beowulf by Burton Raffel</p>	<p><u>Student Learning Target:</u> 11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: lair; stalked; gorge; gruesome; writhing; loathsome ○ Complete a Word Study: Anglo-Saxon Suffix: <i>-some</i> ○ Add new words to their Word Network as they read texts in the unit.
Day 8	Instructional Plan
<p>Text(s):</p> <p>From Beowulf by Burton Raffel</p>	<p><u>Student Learning Target:</u> 11-12.L.KL.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; consult references for guidance; and apply an understanding of syntax to the study of complex texts.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Find examples for apposition or diazeugma in the sentences.
Day 9	Instructional Plan
<p>Text(s):</p> <p>From Beowulf by Burton Raffel</p>	<p><u>Student Learning Target:</u> 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. 11-12.W.TTP.2.c Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Write an essay comparing Beowulf with a modern day hero.

Day 10	Instructional Plan
Text(s): From Beowulf by Burton Raffel	<p><u>Student Learning Targets:</u> 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data. 11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Prepare a presentation focusing on one aspect of the culture of the Anglo-Saxons of the eighth to eleventh centuries. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Week 3	
Day 11	Instructional Plan
Text(s): Media from Beowulf by Gareth Hinds	<p><u>Student Learning Target:</u> 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Look: At each image and determine whom or what it portrays. ○ Note: Elements in each image that you find interesting and want to revisit. ○ Connect: Details in the images to other media you've experienced, texts you've read, or images you've seen. ○ Respond: Complete Comprehension check and writing a brief summary of the selection. ○ Complete comprehension questions ○ Choose something that interests them from the graphic novel and formulate a research question.
Day 12	Instructional Plan
Text(s): Media from Beowulf by Gareth Hinds	<p><u>Student Learning Target:</u> 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Review the graphic novel and first-review notes and record any new observations. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to the Vocabulary words: palette; perspective; angle; composition; panel; lighting/color

Day 13	Instructional Plan
<p>Text(s):</p> <p>Media from Beowulf by Gareth Hinds</p>	<p><u>Student Learning Target:</u> 11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text. 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 11-12.W.TTP.1.a Introduce precise claim(s). 11-12.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented. 11-12.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic. 11-12.W.TTP.1.f Establish and maintain a formal style and objective tone. 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. 11-12.W.TTP.2.b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 11-12.W.TTP.2.f Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write a claim about the graphic novel as a storytelling medium. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 14	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write an argument answering the following question: Which counts more – taking a stand or winning? ○ Write a claim, consider possible counterclaims, gather evidence, and connect across texts. ○ Organize and write a first draft.

Day 15	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Targets:</u> 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 11-12.W.TTP.1.f Establish and maintain a formal style and objective tone. 11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Mark transitional words or phrases and correct punctuation. ○ Evaluate and revise draft utilizing peer reviews. ○ Edit for conventions and proofread for accuracies ○ Create a final version of their argument and share in small groups. ○ Reflect on their essays.
Week 4	
Day 16	Instructional Plan
<p>Text(s):</p> <p>To Lucista, on Going to the Wars by Richard Lovelace</p> <p>The Charge of the Light Brigade by Alfred, Lord Tennyson</p>	<p><u>Student Learning Targets:</u> 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. ○ Make a schedule with group for completing tasks. ○ Choose specific roles for each member.
Day 17	Instructional Plan
<p>Text(s):</p> <p>To Lucista, on Going to the Wars by Richard Lovelace</p>	<p><u>Student Learning Targets:</u> 11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies. 11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase. 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</p>

<p>The Charge of the Light Brigade by Alfred, Lord Tennyson</p>	<ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Notice: Who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit. Connect: Ideas within selection to what you already know and have read. Respond: Complete Comprehension check Complete comprehension questions. Choose one unfamiliar detail from the poems and research OR research the English Civil War of 1642-1651.
<p>Day 18</p>	<p>Instructional Plan</p>
<p>Text(s):</p> <p>To Lucista, on Going to the Wars by Richard Lovelace</p> <p>The Charge of the Light Brigade by Alfred, Lord Tennyson</p>	<p><u>Student Learning Target:</u> 11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Review the Close Read Model and complete the close read sections in the selection. Respond to questions about the text, citing textual evidence. Complete activities related to the Concept Vocabulary words: embrace; adore; honor Add new words to their Word Network as they read texts in the unit.
<p>Day 19</p>	<p>Instructional Plan</p>
<p>Text(s):</p> <p>To Lucista, on Going to the Wars by Richard Lovelace</p> <p>The Charge of the Light Brigade by Alfred, Lord Tennyson</p>	<p><u>Student Learning Target:</u> 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Point out strong examples of diction.
<p>Day 20</p>	<p>Instructional Plan</p>
<p>Text(s):</p> <p>To Lucista, on Going to the Wars by Richard Lovelace</p> <p>The Charge of the Light Brigade by Alfred, Lord Tennyson</p>	<p><u>Student Learning Target:</u> 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. 11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p>

	<p>11-12.L.KL.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; consult references for guidance; and apply an understanding of syntax to the study of complex texts.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Add notes and evidence that will be used to inform the Performance-Based Assessment. Take the selection test.
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Week 5

Day 21	Instructional Plan
<p>Text(s):</p> <p>The Song of the Mud by Mary Borden</p> <p>Dulce et Decorum Est by Wilfred Owen</p>	<p><u>Student Learning Target:</u></p> <p>11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</p> <p>11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.</p> <p>12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Notice: Who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit. Connect: Ideas within selection to what you already know and have read. Respond: Complete Comprehension check Complete comprehension questions. Choose one unfamiliar detail from the poems and research OR research the conditions of trench warfare in World War I.
Day 22	Instructional Plan
<p>Text(s):</p> <p>The Song of the Mud by Mary Borden</p> <p>Dulce et Decorum Est by Wilfred Owen</p>	<p><u>Student Learning Target:</u></p> <p>11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Review the Close Read Model and complete the close read sections in the selection. Respond to questions about the text, citing textual evidence. Complete activities related to the Concept Vocabulary words: impertinent; putrid; vile Add new words to their Word Network as they read texts in the unit.

Day 23	Instructional Plan
<p>Text(s):</p> <p>The Song of the Mud by Mary Borden</p> <p>Dulce et Decorum Est by Wilfred Owen</p>	<p><u>Student Learning Target:</u></p> <p>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p> <p>11-12.L.KL.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; consult references for guidance; and apply an understanding of syntax to the study of complex texts.</p> <p>11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</p> <p>11-12.W.PDW.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> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Point out strong examples of powerful language.
Day 24	Instructional Plan
<p>Text(s):</p> <p>The Song of the Mud by Mary Borden</p> <p>Dulce et Decorum Est by Wilfred Owen</p>	<p><u>Student Learning Targets:</u></p> <p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <p>11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>11-12.W.TTP.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write an essay comparing the poems in the selection. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 25	Instructional Plan
<p>Text(s):</p> <p>How Did Harry Patch Become an Unlikely WWI Hero BBC iWonder</p>	<p><u>Student Learning Targets:</u></p> <p>11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</p>

	<p>11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <p>11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Explore: The interactive media to learn about the ideas it presents. Note: elements that you find interesting and want to revisit. Connect: ideas in the interactive media to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check Complete comprehension questions. Review the interactive website and record any new observations. Respond to questions about the website, citing textual evidence. Write a brief critical analysis of the website. Research World War I and how it differed from previous wars. Add notes and evidence that will be used to inform the Performance-Based Assessment.
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Week 6

Day 26	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u></p> <p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <p>11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.</p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> As a group, develop a scripted slide show that addresses this question: What heroic traits does the traditional war hero exhibit. Analyze the text, gather evidence and media examples, and organize the presentation. Practice the presentation, fine-tune the content, improve timing, and brush up on presentation technique. Present as a group and use checklist items to evaluate.

Day 27	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. ○ Select and read a story from selections available online • Accidental Hero by Zadie Smith • The New Psychology of Leadership by Stephen D. Reicher, Michael J. Platow, S. Alexander Haslam • Speech Before Her Troops by Queen Elizabeth I • The Battle of Maldon translated by Burton Raffel • Defending Nonviolent Resistance by Mohandas K. Gandhi • Pericles' Funeral Oration by Thucydides, translated by Rex Warner
Day 28	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently. 12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently. 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Students Notice, Annotate, Connect, Respond as they read the selection the first time. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Write about a paragraph that grabbed their interest. ○ share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 29	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 11-12.W.TTP.1.a Introduce precise claim(s). 11-12.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented. 11-12.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic. 11-12.W.TTP.1.f Establish and maintain a formal style and objective tone. 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> • Evaluate the strength of their evidence • Add notes and evidence that will be used to inform the Performance-Based Assessment. • Write an argument answering the question: Which contributes more to heroism – sacrifice or success? • Use the rubric to guide their revisions.
Day 30	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Use their argument to prepare a speech. • Reflect on Unit goals, learning strategies, and the text.