

Course Name, Length, Date of Revision and Curriculum Writer

English 9 and English 9 CP

One Year

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Course Overview

The Language Arts 9th grade program is meant to serve as an introduction to the text types that students will be studying at the high school level and beyond. The program is focused on close reading of text to serve as a model for successful writing and an initial step for them to develop their understanding of various works through text-rooted analysis of form, style, and purpose. Each unit has a thematic focus which ties together the various texts and assignments, and each is also centered on a specific text type which students will work with via both reading and writing assignments. As the year progresses and students begin to develop mastery of various text types, they will begin to encounter more variety of text types within the same unit and will work to draw in-depth connections amongst the various texts in their form, style, and purpose: fiction, informational text, argumentative text, poetry, drama, and nonfiction, all of which will be presented to students in both long and short examples. Students will also develop their own writing skills in poetry, fiction, argumentative writing, informational writing, written analysis, script development and other forms, encompassing a wide range of topics and styles. MLA Format will be used in instruction and by students to format their writing. To assess the skill development of the students and ensure a cohesive and complete implementation, various formative assessments will be employed throughout the course in addition to unit summative assessments, offering a variety of assessment forms including tests, writing assignment, creative projects, individual and group projects, etc., aligned with the skills covered in the unit. Each unit allows for differentiation of instruction through the various tools and resources as well as through the offering of several options for both short and long texts. The use of digital tools and resources is interwoven into each unit and offers students opportunities to work with various forms of media. Finally, modifications to the curriculum should be included to address the needs of students with Individualized Education Plans (IEP), English Language Learners (ELL), and At-Risk Learners as well as those requiring other modifications (504 plans).

To demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- Various formative assessments should be employed throughout the course to monitor and determine the level of development of skills and understanding.
- Homework is encouraged as both a preparatory tool for the planned classroom lessons and as an independent mode for work completion.
- Differentiated instruction is well-represented and necessary to create opportunities for success with diverse learners. Suggestions for modification are included in the program of study when possible and encouraged in subsequent updated drafts.
- Assessments should be varied and consistent with the skills covered in instruction, and should include various modes of learning (oral, written, visual, etc.).
- Rubrics should be developed and provided when applicable to convey clear requirements and maintain transparency and equality.
- Technology use is highly encouraged and should be used via various formats and methods.
- The MLA format is standard for all formal written work.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Table of Contents

Unit 1: Pillars of Reading & Writing (Annotation, Style, and Introduction to Poetry).....3

Unit 2: Divided We Fall (Narrative).....11

Unit 3A: Declaring Your Genius (Argument).....24

Unit 3B: The Research Paper (Climate Change).....40

Unit 4: The Art of Disguise (Drama).....47

Unit 5: The Dance of Romance (Poetry).....57

Unit 6: Human Potential.....71

Unit 1: Pillars of Reading & Writing (Annotation, Style, and Introduction to Poetry)

Content Area: Language Arts
Course(s): English 9 CP
Length: 6 to 7 weeks
Status: Not Published

Summary of the Unit

In this unit, students will learn the foundations of text interaction by studying and employing close reading strategies to analyze elements of literature via various text types. Emphasis will be placed on annotation, close reading, and text-rooted response to develop understanding of the interaction amongst elements of style in relation to the author's purpose. Students will acquire knowledge of various writing devices to increase the level of sophistication in their writing, including pausing devices and MLA formatting. Students will develop skills to apply to the analysis of poetry, paying particular attention to the use of diction, structure, and sound to enhance meaning. Additionally, the skills gained in this unit will provide students with a basis for the reading and writing tasks they will take on throughout the academic year in this course, providing a framework for analysis of texts and development of their own writing.

Enduring Understandings

- Annotation is a valuable reading strategy essential to close reading as it allows students to reach depth of understanding for various text types, including but not limited to fictional, informational, and argumentative texts, as well as poetry.
 - Recognizing style is an essential part of developing an understanding of a writer's work and can assist a reader in identifying the purpose of a text.
 - The communication of meaning is enhanced by an author's stylistic choices, including their tone, diction, syntax, structure, etc.
 - Punctuation and other forms of structural formatting play a key role in developing meaning in a text.
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Essential Questions

- Why is annotation a valuable reading strategy?
 - How does an author's style impact understanding and further serve the author's purpose?
 - In what ways do pausing devices and structural formatting enhance communication of ideas?
 - How can an author's tone impact the communication of an idea or argument?
 - How do poetic elements work collaboratively to create and communicate meaning?
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Summative Assessment and/or Summative Criteria

Op-Ed Summative Assessment: Students will conduct a close reading of a provided text and identify the author's style and purpose. Once finished students will emulate the author's style and purpose in their own Op-Ed response.

Written Literary Analysis - Sonnet: Students will complete a multi-paragraph literary analysis essay analyzing a sonnet. Essay will focus on the author's use of POV, tone, and figurative language.

Resources

- Unit resources labeled "(SS)" indicate texts included in StudySync.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Short Stories:

"Death by Scrabble" by Charlie Fish

"Everyday Use" by Alice Walker

Nonfiction Texts:

"The Parent Trap: How Teens Lost the Ability to Socialize" by Clive Thompson

"Technology Taking Over" by Yzzy Gonzalez

"Sis! Boom! Bah! Humbug!" by Rick Reilly

"If You're Happy and You Know It, You're in Third" by Adriana Barton

Poems:

"Introduction to Poetry" by Billy Collins (SS)

"The Journey" by Mary Oliver (SS)

"The Bells" by Edgar Allan Poe (SS)

"Harlem" by Langston Hughes (SS)

"Those Winter Sundays" by Robert Hayden (SS)

"How do I Love Thee" by Elizabeth Barrett Browning (SS)

"Shall I compare thee to a summer's day?" by William Shakespeare

Additional short texts for class use:

"My Papa's Waltz" by Theodore Roethke

Unit Plan

Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments
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Timeframe			
Developing Sophistication in Writing: Pausing Devices and MLA Formatting (1 week)	SWBAT develop understanding of pausing devices, their function and stylistic effects, and demonstrate mastery of use in a writing assessment.	Teacher will present mini-lessons on pausing devices: colons, semicolons, dash, double dash, hyphens, and commas. Students will complete practice worksheets, identifying need for various pausing devices in sample texts.	Vocabulary quiz
Annotating Strategies "Death by Scrabble" by Charlie Fish and "Everyday Use" by Alice Walker (1 week)	SWBAT apply annotation strategies to text to analyze the ways in which the elements of literature interact to serve the author's purpose.	Teacher will lead students through a reading of " Death by Scrabble " by Charlie Fish to practice a variety of annotating skills, including posing questions of the text, drawing connections, identifying literary elements, etc. Teacher will present Google Slides: Students will be introduced to the elements of style: Tone, Diction (including connotation and denotation), POV, structure and syntax.	Annotations
Close Reading and Analysis of Nonfiction text (5 to 7 days) "Sis! Boom! Bah! Humbug!" by Rick Reilly and other nonfiction texts	SWBAT conduct close reading of nonfiction texts, identifying style elements (diction, tone, syntax, structure) and analyzing how each fits the author's purpose, then developing their own Op-Ed piece emulating the style of a selected author/text.	Teacher will directly instruct a text analysis of " Sis! Boom! Bah! Humbug! " by Rick Reilly with students. Guided annotation practice for style elements will be provided. Students will begin to formulate statements for each style element and provide textual evidence for each to prepare them for text analysis. Teacher will provide an overview of MLA formatting including proper heading, spacing, etc. for students to employ for assessment.	Op-Ed response emulating the author's style of diction, tone, syntax and structure.
Introduction to Poetry Elements (3 weeks)	SWBAT develop an understanding of poetry terminology and apply to study of poetry throughout unit.	Students will define given list of poetry terminology in preparation for poetry analysis: stanza, verse, imagery, diction, syntax, tone, alliteration, euphony, cacophony,	Benchmark assessment on poetic terminology (quiz).

<p>"Introduction to Poetry" by Billy Collins</p>	<p>SWBAT apply close reading and annotation strategies to poems throughout the unit, identifying poetry elements and analyzing poetry elements for meaning with a focus on a different element for each poem studied.</p>	<p>repetition, internal rhyme, end rhyme, couplet, sight rhyme, onomatopoeia.</p> <p>Students will read and annotate "Introduction to Poetry" by Billy Collins silently first (guiding questions may be provided). Review initial findings on board (speaker, audience, subject, structure, organization). Teacher will then direct students to focus on "subject" of each stanza as they read aloud and annotate. Review/discuss the figurative methods Collins provides for reading poetry and "translate" into literal guidelines for reading poetry.</p>	
<p>"The Journey" by Mary Oliver</p>		<p>To introduce "The Journey" by Mary Oliver's poem, have students respond in their notebooks to Mary Oliver's question: "Tell me, what is it you plan to do with your one wild and precious life?" Then, in small groups, discuss the message behind the question and share their responses. Teacher may pose additional guiding questions: What does leading your best life look like for you now and in the future? What barriers might stand in the way of people leading their own lives? What factors support people in living a life that aligns to their values?</p> <p><i>OPTIONAL: Teachers may choose to show the SS intro video for the poem.</i></p> <p>Next, teacher will lead students through a reading and annotation of "The Journey"</p>	

“The Bells” by Edgar Allan Poe

by **Mary Oliver**, focusing on the following:

1. use context clues to analyze and determine the meaning of the bolded vocabulary terms and note unfamiliar vocabulary
2. ask questions about passages of the text that may be unclear or unresolved
3. identify key details, events, characters, and connections between them

Teacher may also focus class discussion on use of free verse and the effects on meaning.

*Optional: Teacher will instruct students to complete the vocabulary activity for “**The Bells**” by **Edgar Allan Poe** on Study Sync. Teacher may also choose to show introduction video on SS for Edgar Allan Poe’s “The Bells”.*

Students will work in small groups, with each group assigned a different stanza and focusing on the following: rhyme scheme, subject, sound devices (euphony, cacophony, internal rhyme, assonance, consonance, alliteration). As a class, review each group’s findings.

Next, student groups will consider closely their findings and respond to the following:

- How do the sound devices develop a tone in the stanza?
- What word choice also contributes to the established tone?

Teachers can use either **“Harlem” by Langston Hughes**

Complete benchmark assessment: Study Sync Quiz for **“The Journey” by Mary Oliver**. *Optional: Teachers may choose to also have students complete Think questions for the poem in SS.*

Teacher may choose between the Think question and Focus questions on SS for a written assessment for **“The Bells”**

<p>“Harlem” by Langston Hughes or “Those Winter Sundays” by Robert Hayden</p> <p>“Shall I Compare Thee to a Summer’s Day?” by William Shakespeare or “How Do I Love Thee” by Elizabeth Barrett Browning</p>		<p>or “Those Winter Sundays” by Robert Hayden to teach students about imagery, tone, figurative language and theme. With either poem, the teacher will instruct students to work with a partner to closely read and annotate the given poem, focusing on use of figurative language and imagery first. Review findings with class.</p> <p>Then, have students describe the author’s tone, using figurative language and imagery from the poem as evidence. Review and discuss student findings.</p> <p>Students will read and annotate “How Do I Love Thee” by Elizabeth Barrett Browning or “Shall I Compare Thee to a Summer’s Day?” by William Shakespeare with close attention to figurative language and literary devices such as assonance and alliteration.</p> <p><i>Optional: Teacher may choose one of the poems for direct instruction and make the other independent practice.</i></p>	<p>Teacher may choose from a variety of assessments on SS such as the quiz or writing activity for the benchmark.</p> <p>Writing Prompt</p>
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New Jersey Student Learning Standards

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. 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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

ELL (English Language Learners):

- **Language Support:** Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.
- **Reading Assistance:** Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.
- **Scaffolded Instruction:** Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

- **Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.
- **Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.
- **Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Special Education Students:

- **Individualized Support:** Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.
- **Alternative Assessments:** Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.
- **Flexible Timelines:** Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.
- **Behavioral and Emotional Support:** Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

From Study Sync:

- Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

Suggested Technological Innovations/Use

- Study Sync Platform
- Google Classroom/OnCourse Classroom

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- Use of Google Translate as needed
 - Skill Reinforcement: Kahoot, Blooket, etc.
 - Research Databases (Ebsco, Facts of File, Fact Cite etc.)
 - Peer-editing tools
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Cross Curricular/21st Century Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,1.1.12 prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit 2: Divided We Fall (Fiction)

Content Area: Language Arts
Course(s): English 9CP
Length: 4-5 weeks
Status: Unpublished

Summary of the Unit

This unit will focus on narrative writing along with themes of coming of age, the immigrant experience, and cultural/social differences. Using texts such as *American Born Chinese* will allow students to explore the concept of stereotypes and examine where they come from and what harm they may cause. Also, students will be introduced to the graphic novel's genre and study how graphic novels are powerful mediums for expression. Through *Of Mice and Men* students will examine the harsh realities of life for migrant workers and the ways in which they struggle to achieve the American Dream despite the oppression they face. Through these texts, students will explore the ways in which humans react to one another's differences and understand the importance of tolerance and acceptance. Through working with either text, students will work on incorporating textual evidence as they analyze theme, character, plot and structure. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about story elements to their own narrative writing projects.

Enduring Understandings

- Stereotypes are oversimplified—often offensive—ideas about specific groups of people.
- Stereotypes can have a detrimental effect on the way that people in specific groups view themselves.
- Graphic novels are a powerful medium by which to explore ideas through words and images.
- Acceptance and tolerance of differences are crucial in our diverse society to create an even distribution of power.
- Narrative structure is key in developing depth of meaning.
- Characterization, both direct and indirect, is an effective tool in developing an author's commentary of the themes in a text.

Essential Questions

- How do stereotypes affect our sense of identity and impact our need to belong?
- How does narrative structure contribute to meaning?

- How do authors use narrative writing techniques to comment on their society?
- How do authors address themes of racial bias and physical disabilities in a restrictive environment?
- How are themes conveyed through character?

Summative Assessment and/or Summative Criteria

Summative Assessment Options:

Culminating Narrative Writing Task on SS: How do we form our own identity even when we feel out of place? Imagine you live in one of the settings of the graphic novel *American Born Chinese*, and you are friends with one of the three main characters: the Monkey King, Jin, or Danny. Imagine, like them, that you are new to the place you now live. Write a narrative in which you and one of these characters attempt to form your own identities and remain good friends. How does the setting impact your character’s sense of identity? Will your character want to fit in, or will they endeavor to stand out? Will your character feel a sense of freedom from forming their identity in this new place or will they feel restricted? Use your understanding of the characters in the graphic novel to shape the interactions that take place in your narrative.

Culminating Narrative Writing Task on SS: How does belonging or not belonging in a group affect our sense of self? See SS extended writing prompt (p.227 in textbook).

Newspaper Assignment: In pairs or small groups create an *Of Mice and Men* –Newspaper Assignment cover page from the 1930’s time period. Your newspaper must include two articles based on events from the novel *Of Mice and Men*. The articles must demonstrate an understanding of the novel. A sample can be found here: https://bpb-us-e1.wpmucdn.com/share.nanjing-school.com/dist/a/38/files/2013/02/Cathy_Lianna_Newspaper_8English-2-rjdjqk.pdf

Resources

- Unit resources labeled “(SS)” indicate texts included in StudySync.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Anchor Text Options

American Born Chinese by Gene Luen Yang (SS)

Of Mice and Men by John Steinbeck (SS)

Short Stories

“The Necklace” Guy de Maupassant (SS)

“Marigolds” Eugenia W. Collier (SS)

Nonfiction

“This Chinese-American Cartoonist Forces us to Face Racist Stereotypes” by Joshua Barajas

<https://www.pbs.org/newshour/arts/this-chinese-american-cartoonist-forces-us-to-face-racist-stereotypes>

“Positive Stereotypes are Hurtful, Too” Hailey Yook 2014 (*America Now 11th edition*)

Poetry

“Sure You Can Ask Me a Personal Question” by Diane Burns (SS)

“Welcome to America” by Sara Abou Rashed (SS)

Videos:

John Steinbeck Banquet speech (for Nobel peace prize)

<https://www.nobelprize.org/prizes/literature/1962/steinbeck/speech/>

“I Have a Dream” Speech by MLK: <https://www.youtube.com/watch?v=vP4iY1TtS3s>

Additional Texts/Resources for use throughout unit:

Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone (SS) Informational Text

Angela’s Ashes: A Memoir (SS excerpt) Informational Text

“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell (SS) Fiction

Anticipation Guide for *American Born Chinese*:

https://teachingamericanbornchinese.weebly.com/uploads/1/3/2/5/13254095/anticipation_guide.pdf

Anticipation Guide for *Of Mice and Men*:

https://materials4mystudents.weebly.com/uploads/2/6/6/4/26642331/eng3e_20151014_day_24_1_omam_anticipatory_set_final.pdf

Introduction to the parable of The Monkey King https://www.youtube.com/watch?v=yN3_6efimoQ

Comic format and genre <https://www.vox.com/2015/2/25/8101837/ody-c-comic-book-panels>

<https://dw-wp.com/2010/10/what-is-a-gn-pdf/> and <https://dw-wp.com/2010/10/what-is-a-gn-pdf/>

“This Chinese American cartoonist forces us to face racist stereotypes” in resources above.

<https://www.pbs.org/newshour/arts/this-chinese-american-cartoonist-forces-us-to-face-racist-stereotypes>

Unit Plan

Topic/Section Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Anchor Text Option 1: <i>American Born Chinese</i> Introduction (pre-reading) (1 week)	SWBAT explain the characteristics of a graphic novel and analyze how it differs from other genres.	<i>Optional: Study Sync Blast and activities to introduce unit.</i> <i>Anticipation Guide (see resources)</i> Teacher will introduce the genre of the graphic novel and familiarize students with aspects of it by reviewing key terms such as: panels, gutters, frame, dialogue balloons, thought balloons, captions, graphic weight. Discuss the format of the genre and how it compares to a comic. (see resources)	SS driving question, and student written response. Exit Ticket on aspects of a graphic novel.
Introduction to Parables (pre-reading)	SWBAT define parable and explain the purpose of parables.	Introduction to the parable of The Monkey King (see resources above)	Presentations of research

(1-2 days)	<p>SWBAT conduct short research on mythological Chinese entities to aid in their comprehension of the upcoming text.</p>	<p>Students will be researching mythological Chinese entities as a pre-reading activity. Group Work: Research mythological Chinese entities:</p> <ul style="list-style-type: none"> • Ao-Kuang (sometimes spelled Ao-Guang) • Ao-Jun • Lao Tzu • Yama • The Jade Emperor • Tze-Yo-Tzuh <p>Have each group make a short presentation on their findings.</p> <p>Pre-reading vocabulary activity on SS</p>	<p>Pre-reading vocabulary activity on SS</p>
During reading (1-2 days)	<p>SWBAT compare and contrast different characters' points of view and examine how the structure of the text helps develop these povs.</p> <p>SWBAT examine the way in which the author uses language and style to create tone.</p>	<p>Begin reading pages 7-20 Large group discussion about students' initial impressions of the Monkey King. Have students compare and contrast the various points of view and examine the ways in which the structure helps develop these points of view via a graphic organizer or chart paper on the board.</p>	
During reading (1 week)	<p>SWBAT explain how Yang uses both text, images, and structure to develop meaning.</p> <p>SWBAT analyze the way in which the author creates tone in the text.</p>	<p>Reading Pages 23-43 Students will discuss via think-pair-share or small group discussion the purpose of the parable that Jin's mother tells him and focus on the kinds of challenges Jin faces as the child of Chinese immigrants.</p> <p>What pervasive stereotypes about Asian Americans are being addressed? How do stereotypes impact a person's behavior and beliefs?</p> <p>Consider what happens when society puts up strict barriers between groups of people.</p>	<p>Study Sync Quiz through page 40 or Study Sync</p> <p>Collaborative conversation</p>
During reading (1 day)	<p>SWBAT explain how characters' behavior and beliefs are shaped by events and by other characters, and how specific events propel the plot.</p>	<p>Introduce "sitcom" format before reading this section. Have students discuss its effectiveness during a turn and talk and then share their ideas with the class. Pages 43-52</p> <p>In pairs, examine the artwork on the page introducing Chin-Kee and the</p>	<p>Characterization chart for Chin-Kee with short written response explaining the author's purpose for such characterization.</p>

	<p>SWBAT analyze how images enhance meaning.</p> <p>SWBAT describe how diction and dialect add to the characterization of Chin-Kee and what purpose it serves overall.</p>	<p>diction/dialect used. Determine the author's purpose for this characterization. p.48-49</p>	
<p>During reading (1 week)</p> <p>"This Chinese American cartoonist forces us to face racist stereotypes"</p>	<p>SWBAT determine author's purpose and evaluate his effectiveness in achieving this purpose via the graphic novel medium.</p> <p>SWBAT draw connections between Chin-Kee and racist stereotypes and explain the author's purpose for his characterization of Chin-Kee.</p>	<p>Students will work on annotating and reflecting on the author's purpose while reading via analysis questions. See "This Chinese American cartoonist forces us to face racist stereotypes" in resources above.</p>	<p>Cause/effect worksheet</p>
<p>During reading (1 - 2 days)</p>	<p>SWBAT analyze character motivation and determine what influences it.</p> <p>SWBAT examine the figurative and literal meaning of the golden pillars as they assess their role as a symbol in the novel.</p>	<p>Students will use a graphic organizer to compare and contrast Jin and the Monkey King in terms of motivation, changing appearances and their purpose in doing so.</p> <p>Students will work on creating a visual representation of the golden pillars and their literal and figurative meaning. Students will present their work to the class via oral presentations or a gallery walk.</p>	<p>SS quiz through page 84 or writing prompt on SS</p>
<p>During reading</p> <p>"The Necklace" by Guy de</p>	<p>SWBAT determine a theme or central idea in "The Necklace" or "Marigolds" and analyze in detail its development over the course of the story, including how it emerges and is shaped and refined by specific</p>	<p>Optional comparative texts: "The Necklace" by Guy de Maupassant or "Marigolds" by Eugenia Collier. Compare to <i>American Born Chinese</i> pages 179-192 in terms of how each develops character and theme.</p> <p>Students will annotate for theme, characterization and elements of plot.</p>	<p>Comparative Writing on Study Sync (Under Comparative Reading and Writing)</p> <p><i>Optional: Think Questions/Your Turn Questions at the end of the reading.</i></p>

<p>Maupassant or “Marigolds” by Eugenia Collier</p> <p>(3 - 4 days)</p>	<p>details, such as the characters’ motivations and actions.</p>	<p>Students will create a compare/contrast graphic organizer in small groups to compare/contrast the texts in terms of how they develop theme.</p> <p><u>Skill lesson: theme</u> Introduce the skill by watching the concept video on SS and reviewing the definition of theme. Complete turn and talk with the following: What is an example of a message or theme from a book, tv show, or movie that you feel is important for audiences? What do you think makes it an important message or theme?</p>	
<p>During reading</p> <p>(3 - 4 days)</p>	<p>SWBAT identify and describe character traits and setting details, as well as articulate the conflict that is integral to the story’s plot.</p>	<p>Introduce mini-project after reading pages 133-198 in <i>American Born Chinese</i>. While reading, focus on the concept of identity and one’s power to transform.</p> <p>In this project, students will connect to the narrative and characters of <i>American Born Chinese</i> through the images and text of the book. They will choose two quotes and two images that they feel are particularly meaningful to the narrative, character(s), and/or themselves. By the end students will visually represent a quote by drawing their own creative interpretation of the text that explores the significance to the work as a whole. On the other side, students will reproduce the image that they chose and write a detailed description of the image. Each student will then present both sides of their work to the class.</p>	<p>Text Evidence skill lesson on Study Sync</p> <p>Mini Project</p>
<p>During reading</p> <p>(1 week)</p> <p><i>American Born Chinese</i></p>	<p>SWBAT identify themes in <i>American Born Chinese</i>, and explain how Yang develops them over the course of the text.</p> <p>SWBAT evaluate the effectiveness of Yang’s story structure.</p> <p>SWBAT determine the meaning and</p>	<p>P.201-233</p> <p>Use a story map to analyze story structure. Have students write a short written response explaining how the structure interacts with the development of the theme.</p> <p>Students write an essay or debate the effectiveness of Yang’s structure. How does Yang’s structure contribute to his</p>	<p>Argumentative writing piece or class debate/discussion</p>

	effectiveness of the author's use of allusion.	purpose and to what extent is it effective? Have students identify allusions in the text and explain via pair-share their meaning and purpose in the text.	
During reading (1 day)	SWBAT engage in a Socratic seminar with peers, responding directly to others by rephrasing and delineating arguments, determining the strength of evidence, and posing clarifying questions.	Have students begin preparing for a Socratic seminar using the following suggested topics: Narrative Structure, Characterization, Theme and Motif	Socratic Seminar (use of a discussion rubric is recommended)
Post-reading (1 day) "Sure You Can Ask Me a Personal Question" (Poetry) by Diane Burns Or "Welcome to America" by Sara Abou Rashed	Students will be able to write a short response that demonstrates their understanding of how a poem's language and structure contributes to the speaker's attitude and message.	"Sure You Can Ask Me a Personal Question" (Poetry) by Diane Burns Small group discussions: What effect does Burns' repetitive use of words and phrases have on the poem? What does Burns' repetition convey to the reader? What is the message that the author is trying to convey in this poem? How does the last line of the poem solidify this message? Cause-and-Effect Chart on SS On the left side of the chart, list answers the speaker gives to the other person's stereotypical questions. Then, on the right side of the chart, explain how the speaker's answers convey her attitude toward these questions. For "Welcome to America" Students will start by working in small groups to conduct a five-minute keyword search on the process of entering a new country as a refugee. Then students will discuss the difficulties of being a refugee and the process of entering a new country. Optional Journal Prompt 1: <i>Have you experienced a time when it was difficult for you to join a group or</i>	Small group discussions / Optional Reader's Journal

		<p><i>be accepted? How did this experience affect your outlook on the process or the group you were trying to join? What are ways you have helped someone feel accepted in your school, community, or culture?</i></p> <p>Optional Journal Prompt 2: “Sure You Can Ask Me a Personal Question”: Based on clues in the poem’s language and structure, what attitude does the speaker have about the personal questions she is asked, and what message does the poet seek to convey to those who would presume to ask such questions?</p> <p>Optional Journal Prompt 3: To what extent can Rashed’s poem “Welcome to America” be considered an argumentative piece? What might Rashed’s claim be? What examples of imagery might support her claim? What emotional appeals might she provide to convey her message?</p>	
<p>Post-reading (3 - 4 days)</p>	<p>SWBAT apply knowledge to create a project demonstrating comprehension of the text on a literal and figurative level.</p> <p>SWBAT develop narrative writing by using narrative techniques to develop the characters, setting, or other elements in the narrative</p>	<p>Culminating assessment (see Summative Assessment and/or Summative Criteria above)</p>	<p>End of unit summative assessment project(s) or SS Assessment</p>
<p><u>Anchor Text Option 2: <i>Of Mice and Men</i> by John Steinbeck</u></p>	<p>SWBAT explore background information and research links to answer the driving question: How will the concepts you’re learning today help you later in life?</p>	<p>Students can view “Blast” on Study Sync as an introduction to the unit/text.</p> <p><i>Optional anticipation guide (see link in resources above)</i></p> <p><i>Additional option for introduction to the novel: John Steinbeck Banquet speech</i></p>	<p><i>Optional: Discussion prep guided note sheet/reflection sheet for Nobel peace prize speech or annotations.</i></p> <p>Collaborative conversations</p>

Introduction Pre-reading (1-2 days)		(for Nobel Peace Prize) (see link in resources above)	Optional: Anticipation Guide (fishbowl discussion)
Pre-Reading (1-2 days)	Analyze the way in which a work is related to themes and issues of its historical period. Draw from both primary and secondary sources to gather information	Optional Ongoing Reader's Journal: Why is it important to learn about issues beyond those that immediately affect you? Webquest for The Great Depression and Migrant Workers to prepare to connect the experiences of individuals during the Great Depression to the experiences of characters in <i>Of Mice and Men</i> .	Webquest worksheet
Chapter 1 <i>Of Mice and Men</i> (1-2 days) During reading	SWBAT analyze setting and mood in chapter 1 of <i>Of Mice and Men</i> .	Read chapter 1 and discuss the way in which Steinbeck establishes setting and mood. Have students keep track of key words, phrases and literary devices used in order to create the setting and mood. Consider using a setting web and/or mood chart.	"Your Turn" activity on Study Sync
During reading <i>"I Have a Dream"</i> MLK Jr. (1 day)	SWBAT analyze arguments and claims together with applying knowledge of rhetoric as an effective persuasion method. SWBAT delineate and evaluate the argument and specific claims in a text.	Read " I Have a Dream " by MLK Jr., focusing on textual evidence, comparing and contrasting and argumentative writing. Students annotate speech, focusing on claims made and support made for each claim to assess the effectiveness of the speech. View "I Have a Dream" Speech by MLK (see link in resources above) Optional Journal: How do MLK's dreams relate to those of George and Lennie's? Is the concept of the American Dream achievable? Why or why not?	Annotations Turn and talk to share annotations and findings.
During reading	SWBAT determine theme, methods of characterization and	Read chapter 2 and focus on theme, character and allusion. Suggested use of a graphic organizer for keeping track of	Character webs Theme tracker (Graphic organizer)

<p>(1-2 days)</p>	<p>explain how they advance the plot.</p> <p>SWBAT define allusion and apply knowledge to the allusions in the text to discuss their effect.</p>	<p>allusions and their meaning in the text.</p>	
<p>During reading</p> <p>(1 week)</p> <p>Chapters 3-4 in <i>Of Mice and Men</i></p> <p>Paired Reading(s):</p> <p>“The Necklace” or “Marigolds”</p>	<p>SWBAT determine a theme or central idea in “The Necklace” or “Marigolds” and analyze in detail its development over the course of the story, including how it emerges and is shaped and refined by specific details, such as the characters’ motivations and actions.</p>	<p>Theme in Chapters 3 and 4</p> <p>Paired Text: “The Necklace” or “Marigolds”</p> <p>Students will annotate for theme, characterization and elements of plot either directly on the text or via an annotation chart.</p> <p>Students may create a compare/contrast graphic organizer in small groups to compare/contrast the texts.</p> <p><u>Skill lesson: theme</u></p> <p>Introduce the skill by watching the concept video on SS and reviewing the definition of theme. Complete turn and talk with the following: What is an example of a message or theme from a book, tv show, or movie that you feel is important for audiences? What do you think makes it an important message or theme?</p>	<p>Comparative Writing on SS: “The Necklace” or “Marigolds” and Of Mice and Men</p> <p><i>Optional: These can be turned into Collaborative Conversations</i></p> <p>Text evidence skill lesson on Study Sync</p>
<p>During Reading</p> <p>(3 days)</p> <p>Chapters 5 and 6 in <i>Of Mice and Men</i></p>	<p>SWBAT examine language, style and audience.</p> <p>SWBAT identify and describe character traits and setting details, as well as articulate the conflict that is integral to the story’s plot.</p>	<p>How does each author’s style contribute to the development of the theme?</p> <p>Continue reading Chapters 5 and 6, examining style, language and the development of conflict. Language analysis activity- students will draw upon material learned in unit 1 with regard to informal and formal language. In small groups students will characterize the language Steinbeck uses in <i>Of Mice and Men</i> and discuss its effect. Students will keep a “language record” as textual evidence to support their claims during their conversation.</p> <p>Turn and Talk topics:</p>	<p>Style worksheet</p> <p>Turn and talk (with discussion tracker)</p>

		<ul style="list-style-type: none"> • Discuss how Steinbeck explores the theme of isolation throughout the novella. • Interpret the ranch as a microcosm of America during the Depression. 	
Post-reading (1-2 weeks)	<p>SWBAT develop arguments and claims using textual evidence as support.</p> <p>SWBAT incorporate and effectively apply independent and dependent clauses along with prepositions and prepositional phrases.</p> <p>SWBAT effectively utilize transition words.</p>	<p>Utilize the SS Spotlight Skills Review lessons prior to end of the unit assessments</p> <p><i>Optional lesson on SS for Recognizing Genre–fiction. Under “Recommended for Additional Instruction” on the Instructional Path for Of Mice and Men</i></p> <p>See lessons on SS for: organizing narrative writing; story beginnings; narrative techniques; narrative sequencing; descriptive details; conclusions</p> <p>Culminating Narrative Writing Task (see Summative Assessment and/or Summative Criteria)</p>	<p>Review and final assessment</p> <p>Personalized narrative</p>

New Jersey Student Learning Standards

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.UM.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.

ELL (English Language Learners):

- **Language Support:** Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.
- **Reading Assistance:** Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.
- **Scaffolded Instruction:** Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

- **Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.
- **Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.
- **Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Special Education Students:

- **Individualized Support:** Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.
- **Alternative Assessments:** Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.
- **Flexible Timelines:** Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.
- **Behavioral and Emotional Support:** Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

From Study Sync:

- Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

Suggested Technological Innovations/Use

Study Sync Platform

Google Classroom/OnCourse Classroom

Use of Google Translate as needed

Skill Reinforcement: Kahoot, Blooket, etc.

Research Databases (Ebsco, Facts of File, Fact Cite etc.)

Peer-editing tools

Cross Curricular/21st Century Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).

Unit 3A: Declaring Your Genius (Argument)

Content Area: Language Arts
Course(s): English 9CP
Length: 7 - 8 weeks
Status: Not Published

Summary of the Unit

In this unit, students will explore argumentative writing in multiple forms through the examination and analysis of readings focused on the themes of Intelligence and Potential. The texts will exemplify argumentative writing in the form of letters, argumentative essays, research-based essays, and speeches. Student work will focus on recognizing, identifying, and analyzing the writing techniques used in argumentative writing with an emphasis on developing an understanding of and ability to recognize structure, reason and evidence, and rhetorical devices (ethos, pathos, logos), to then develop their own argumentative writing skills.

Enduring Understandings

- A writer's style influences how a writer conveys information and develops a claim or argument.
 - A writer's use of rhetorical appeals can strengthen the delivery and persuasiveness of an argument.
 - The success and efficacy of an argument can be affected by logical fallacy in a multitude of ways.
 - The potential for success and the measure of intelligence are connected but are both affected by multiple factors.
 - Human potential can be blamed for issues of climate change but can also hold the key for solutions.
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Essential Questions

- How do literary elements such as diction, tone, syntax, and structure contribute to the creation and development of an argument?
 - How does an author employ various types of research as well as narrative elements (e.g., anecdotes) to strengthen an argument?
 - How do rhetorical devices work independently and collaboratively to develop a strong, well-constructed argument?
 - How do you define and measure "Intelligence"?
 - How can the theme of "Human Potential" lead a response to climate change concerns?
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Summative Assessment and/or Summative Criteria

Rhetorical Appeals Comparative Analysis Essay: Students will write an in-class comparative analysis essay comparing two texts on the issue of climate change. Students will consider various style elements as they analyze how each author employs various strategies to develop an argument using the three rhetorical appeals: ethos, pathos, and logos. Students will have one day to read and annotate the two texts in preparation for writing the essay on the following class day.

OR

Rhetorical Appeals SEA Project: Students will work in groups to complete a rhetorical appeals poster project comparing two texts on the issue of climate change using the SEA (statement, evidence, analysis) format. In groups, students will identify the purpose of each text and complete an SEA analysis for each rhetorical appeal. All work will be presented on a poster demonstrating clear organization of ideas, depth of analysis, and clear comprehension of the arguments set forth in each text.

OR

Comparative Analysis Essay: Students will read “Global Warming is Eroding Glacial Ice” and “Cold Comfort for ‘Global Warming’” and annotate each for evidence of three rhetorical appeals. Then, students will write a comparative analysis essay in which they choose one or two of the three appeals and compare how the two authors employ those appeals to achieve their respective purpose. In their analysis, students will consider the author’s purpose, claims, evidence, and other elements reviewed during unit.

Resources

- Unit resources labeled “(SS)” indicate texts included in StudySync.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Nonfiction Anchor Text:

Outliers: The Story of Success by Malcolm Gladwell

Nonfiction Short Texts:

“An Indian Father’s Plea” by Robert Lake-Thorn (Letter) (SS)
“The Secret to Raising Smart Kids” by Carol S. Dweck (Essay) (SS)
“The Sports Gene” excerpt on SS by David Epstein (Essay) (SS)
“JFK’s Rice Stadium Moon Speech” - by John F. Kennedy (Speech)
“Global Warming is Eroding Glacial Ice” Andrew C. Revkin (2001) (*75 Readings plus* 10th edition)
“Cold Comfort for ‘Global Warming’” Philip Stott (2002) (*75 Readings plus* 10th edition)
“Waste Not Want Not” Bill McKibben (2009) (*America Now* 9th ed)

Additional Nonfiction Short Texts for Class Use:

“Pearl Harbor Address to the Nation” by Franklin Delano Roosevelt (SS)
“Stanford Commencement Address” by Steve Jobs
“Address to the Nation on the Explosion of the Space Shuttle Challenger” by Ronald Reagan (SS)
“Nobel Acceptance Speech” by Malala Yousafzai (excerpts)
“Warming Gets Worse” by Jeff Goodell (*America Now* 9th ed.)
“Nurture Shock - One: The Inverse Power of Praise” by Po Bronson and Ashley Merryman (SS)

Videos:

“Malcolm Gladwell Demystifies the 10,000 Hour Rule” <https://www.youtube.com/watch?v=1uB5PUpGzeY>

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Unit Intro: Recognizing Genre (2-3 days)	SWBAT develop understanding of literary terms associated with argumentative writing. SWBAT reflect on their own experiences with argumentative text.	<p><i>Optional: Teachers may choose to begin by assigning the “Blast: Big Idea” to students to generate discussion about unit themes.</i></p> <p>Teacher will assign the “Skill: Recognizing Genre” activity series to provide students with unit literary terms and begin thinking about argumentative texts in its various forms. Teacher will follow up with activity review and discussion question: What are some examples of argumentative texts you have read? What techniques do you find most convincing in an argument? Why?</p> <p>Review of literary terms: (argumentative text, claim, reasons, evidence, rhetorical appeals, logos, pathos, ethos, text structure, counter argument, rebuttal)</p>	Short quiz on literary terms, practice/samples of literary elements in context.
Author’s Purpose, POV, Reasons and Evidence: “An Indian Father’s Plea” by Robert Lake Thorn (3 - 4 days)	SWBAT identify POV, Purpose, and Claims in a text via close reading and annotation.	<p><u>First Read:</u> As they read, students will use annotation tool to note the following details / information:</p> <p>Whose POV is the letter told from? What is the subject of the letter? Who is the audience? Why is the author writing this letter?</p> <p>Review/discuss student findings, either after assignment OR by leading first read in class.</p>	Assign THINK questions on SS

	<p>SWBAT identify examples of reasons and evidence, and evaluate how the reasons and evidence support the author’s purpose.</p>	<p>Introduce “Purpose” and connect to the author’s “why” (What is the author’s purpose, or reason, for writing this letter / What is his claim?)</p> <p>After First Read, teacher will assign “Skill: Reasons and Evidence” activity series in SS.</p> <p>Working in small groups, each group will be assigned a different set of paragraphs to Close Read for “Reasons and Evidence”. Provide each group with chart paper divided into two columns. On left, students will identify a claim made. On right, they will provide the evidence supporting it. Post on board and review student findings.</p> <p>Orally or via written response: How does the author support his purpose with his claims and evidence?</p> <p>How does he organize these claims and evidence in the letter?</p> <p><i>Optional Ongoing Reader’s Notebook: What argument does this text present about Intelligence? What does the author want the reader to understand? Do you agree with his view on Intelligence? Explain.</i></p>	<p>Students will complete “Your Turn” Multiple Choice questions on SS</p> <p>Close Read Activity on SS: Assign Questions 4 and 5</p>
<p>Text Structure and Research- Based Evidence</p>	<p>SWBAT reflect on and discuss personal opinions regarding growth mindset.</p>	<p>Teacher will post chart paper on board or opposite sides of room with the following statements (one</p>	<p>Thematic journal, small group and whole group discussions</p>

	<p>SWBAT recognize, identify, and analyze use of various types of research as supporting evidence in an argument.</p>	<p>essay follow? What evidence can you find to prove it?</p> <p>Introduce literary terms for types of evidence: empirical, anecdotal, and statistical. Students will then identify examples of each in the text (individ / partner / sm. group).</p>	<p>Assign SS Independent Read: Write assignment</p>
<p><i>Outliers: The Story of Success</i> by Malcolm Gladwell</p> <p><u>Introduction</u></p> <p>5-6 weeks</p>	<p>SWBAT define and develop understanding of chapter vocabulary.</p> <p>SWBAT reflect on and discuss factors for success to develop understanding of term “outliers”.</p>	<p>For duration of text, introduce chapter vocabulary to support students when reading (see Reading Guide or Novel Study for Terms on SS).</p> <p>Opening Activity: Carousel Webs. Working in four groups, each will receive a poster with one of the following words/phrases and a blank brainstorm web: Success, Nature vs. Nurture, Hard Work, Merit (OR Deserving). Each group will have 5 minutes to discuss and add to web before moving on to the next poster. Fifth rotation: groups will review what was added to the original poster. Discuss: Are there terms/ideas that overlap different posters? What are the biggest commonalities and differences among the words/phrases on the posters?</p> <p>Introduce the term “Outlier”; connect to topics on posters. Read <i>Outliers: The Story of Success</i> - Introduction. Connect to</p>	<p><i>Optional / Ongoing: Teachers may choose to assess understanding of vocabulary on quizzes available on SS Novel Study.</i></p> <p>Carousel webs in groups</p> <p><i>Reading Quizzes available on SS Novel Study.</i></p> <p>Exit ticket (What is an outlier?) or use reader’s</p>

		<p>definition of “Outlier” via discussion.</p> <p><i>Optional Ongoing Reader’s Journal: Do you know of anyone you can describe as an “outlier”? What is it that makes them extraordinary?</i></p>	<p>journal prompt as exit ticket.</p>
<p><i>Outliers: The Story of Success</i> by Malcolm Gladwell</p> <p><u>Chapter 1: The Matthew Effect</u></p> <p><u>Paired Text: “The Sports Gene” by David Epstein</u> (excerpt)</p>	<p>SWBAT demonstrate understanding of elements of argumentative text and how it differs from informational text.</p> <p>SWBAT apply prior knowledge of literary elements to chapter to develop understanding of how author’s style can contribute to how an argument is developed.</p>	<p>Assign “The Sports Gene” by David Epstein (excerpt on SS) along with the FOCUS questions provided. Review and discuss: What is the central idea of this passage? Is this an Argumentative or Informational Text? What evidence can you use to prove it?</p> <p>Students will read Chapter 1: The Matthew Effect. Select passages (ex: pgs 18-19) to assign to small groups of students to close read, noting observations about the following: diction, tone, syntax, structure. Share slides template with class, 1-2 slides per passage, for groups to note observations. Share with class.</p> <p><i>Optional Ongoing Reader’s Journal: Gladwell believes the “self-made man” narrative is a myth. Do you agree or disagree? What examples can you provide as support?</i></p> <p>Mini-Project/Presentation: Choose a Sport (Baseball, Basketball, Hockey, Lacrosse, Gymnastics, etc.). Consider the advantages and</p>	<p>Student-generated annotations in notebooks on “The Sports Gene” by David Epstein.</p> <p>Slides template to guide students in their analysis of diction, tone, syntax and structure.</p>

		disadvantages associated with your selected sport (consider accessibility, expenses, equipment, gender bias, etc.). Create a visual project (e.g., mini-poster, slides) that captures each and then answer the question: What can an athlete do to overcome the disadvantages presented in this sport? Present to the class.	Mini-Project/Presentation
<p>Chapter 2: The 10,000 Hour Rule</p> <p><u>Paired Video:</u></p> <p>“Malcolm Gladwell Demystifies the 10,000 Hour Rule”</p>	<p>SWBAT identify key details, events, and individuals in a text, and the connections amongst them.</p>	<p>Read Chapter 2: The 10,000 Hour Rule, using the annotation tool to identify key details, events, and individuals in the text. Then, view video: “Malcolm Gladwell Demystifies the 10,000 Hour Rule” https://www.youtube.com/watch?v=1uB5PUgZeY</p> <p>While viewing, students will note additional understandings that Gladwell adds to 10,000 hour rule. Review and note on board. Discuss: What other exceptions may there be to the rule? What else does Gladwell say contributed to the success of these individuals?</p>	<p>Written Response (See Full Prompt in SS Novel Study, Ch. 2).</p> <p>Guided questions for video to help students prepare for discussion.</p>
<p><i>Outliers: The Story of Success</i> by Malcolm Gladwell</p> <p><u>Chapters 3 & 4: The Trouble with Geniuses, Parts 1 & 2.</u></p> <p><u>Paired Text:</u></p>	<p>SWBAT think about measures of intelligence and evaluate the reasoning behind the types of questions included.</p> <p>SWBAT develop an understanding of logical fallacies and identify examples of them in text.</p>	<p>Discussion: How do you define “genius”? How do you think we can best measure a person’s genius? Do you think a test can measure genius?</p> <p>Teacher will introduce different types of IQ tests to class, specifically general IQ tests and Raven’s Progressive Matrices. Provide students with sample questions from</p>	<p>Discussion (small or whole group)</p>

<p>“The Origin of Intelligence”</p>	<p>SWBAT compare and contrast two points to develop an argumentative essay, examining claims in each and using evidence to support their argument.</p> <p>SWBAT recognize and explain the effect of logical fallacies.</p> <p>SWBAT write an argumentative essay using evidence from the text and imitating one stylistic element used by Gladwell.</p>	<p>each type of test, allowing them time to try and solve as many as they can. Review correct answers and then discuss: What do you think these tests are trying to measure when they say they measure your IQ (i.e., knowledge, problem-solving skills, mathematical skills)? Is this what makes someone a genius?</p> <p>Read Chapters 3 & 4: The Trouble with Geniuses (independent or teacher-lead close reading).</p> <p>Read “The Origin of Intelligence”. Assign “Summarizing - The Origin of Intelligence” activities. Review with class. <i>(Optional: Assign “Skill: Arguments and Claims” activities as practice).</i></p> <p>Introduce “Logical Fallacies” by showing SS Define video. Have students develop their own examples of logical fallacies (may use SS activities). Review student work. Identify examples in “Origin of Intelligence” text and review with class.</p> <p>Students will work on an argumentative essay (options on SS)</p>	<p>Exit ticket or worksheet for students to practice identifying / explaining logical fallacies.</p> <p>“One-pager” summary of chapters 3&4</p> <p>Assign THINK questions from Novel Study for Ch. 3 & 4</p> <p>Argumentative essay in response to ONE of two prompts</p>
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			<p>(See full prompt in SS “Close Read: Origin of Intelligence”).</p> <p>(See full prompt in SS “Comparative Writing: The Origin... and Outliers...”)</p> <p><i>(Note: Teacher may choose to assign Prompt A as a Collaborative Conversation and save the second prompt for the writing assignment. See SS Teacher’s Edition for Discussion Guide, pg. 738).</i></p>
<p><i>Outliers: The Story of Success</i> by Malcolm Gladwell</p> <p><u>Chapter 5: The Three Lessons of Joe Flom</u></p>	<p>SWBAT conduct a theme-based reading of the text and respond to discussion questions citing evidence annotated while reading.</p>	<p><i>Note: Teacher may choose to skip or include Chapter 5 in text based on time-allowance.</i></p> <p>Read <u>Chapter 5</u>, directing students to pay close attention to the following as they read and annotate: Culture, Generation, and Family History. When done reading, students are to use their annotations about those topics to complete assessment.</p> <p><u><i>Optional Ongoing Reader’s Journal:</i></u> <i>What does the American Dream look like today? How has it changed, or is it still the same basic principle about America being the land of opportunity?</i></p>	
	<p>SWBAT write a theme-based analysis for <i>Outliers</i> using textual evidence to support claims.</p>	<p>Analysis: what is the American Dream? How is the rags-to-riches story a part of it? In this chapter, does Gladwell build up or dismantle the idea of the American Dream? Use</p>	<p>Theme-based written analysis</p>

	technique, quality of writing, and public speaking skills.	incorporating the anecdote and ending with an explanation of what the audience should understand about the anecdote as Gladwell has done.	
<p><i>Outliers: The Story of Success</i> by Malcolm Gladwell</p> <p><u>Chapters 8: Rice Paddies and Math Tests</u> and <u>Chapter 9: Marita’s Bargain</u></p>	<p>SWBAT examine and identify arguments and counter-arguments, developing their own in preparation for a group debate.</p> <p>SWBAT participate in a group debate by taking on one of various roles (book expert, speaker, note-taker, etc.)</p>	<p><i>Note: Teacher may choose to skip or include Chapters 8, 9 and the Epilogue based on time-allowance.</i></p> <p>Read Chapter 8. Discuss reading with students using following guiding questions: How does this chapter argue against stereotypes? How can you connect the arguments in this chapter explaining the stereotype to other arguments Gladwell has raised in prior chapters?</p> <p>Read Chapter 9. Students are to annotate the chapter focusing on how the author develops a counter-argument to the previous chapter (i.e., data, anecdotes, etc.)</p> <p>Students will be assigned debating roles and will develop arguments and counter-arguments to the following question: Based on Gladwell’s argument, should our school prolong the school year? What would be the pros and cons for the students of our district?</p>	<p>Think-pair-share</p> <p>Student-generated annotations</p> <p>Group debate (assessed via rubric)</p>
Rhetorical Appeals and Speeches	SWBAT develop an understanding of term “rhetoric” and rhetorical appeals.	Teacher will provide students with notes on Rhetorical Appeals via Slides Presentation and Note-Taking Session.	Rhetorical appeals notes worksheet

<p>“JFK’s Rice Stadium Moon Speech” by John F. Kennedy</p> <p>(1 to 2 days)</p>	<p>SWBAT identify and evaluate effectiveness of rhetorical appeals.</p>	<p>Students will read “JFK’s Rice Stadium Moon Speech” and complete Graphic Organizer Chart first identifying the purpose of the speech and then identifying examples of each appeal. Review findings as a class.</p> <p><u>Group Activity:</u> In small groups (may be one group per appeal OR if larger class, assign two groups to each appeal for a total of six groups), students will evaluate the effectiveness of one appeal in JFK’s speech. Groups will create a chart on a poster which will include examples of the appeal, and explanation of why each example is or is not effective in achieving the speaker’s purpose. Teacher may choose how many examples each group will evaluate.</p>	<p>Graphic organizer</p> <p>Group activity (use of rubric)</p>
<p>“Waste Not, Want Not” by Bill McKibben</p> <p>“Global Warming is Eroding Glacial Ice” by Andrew C. Revkin</p> <p>and</p> <p>“Cold Comfort for ‘Global Warming’” by Philip Stott</p> <p>(4 to 5 days)</p>	<p>SWBAT identify the author’s purpose and style based on literary elements studied and draw connections between style elements and rhetorical appeals.</p> <p>SWBAT examine and then compare/contrast how two authors employ rhetorical appeals to achieve their purpose.</p>	<p>Teacher will draw on students’ prior knowledge and revisit literary terms from earlier in unit: claim, evidence, structure, diction, tone, anecdote, evidence, etc.</p> <p>As a class, read “Waste Not, Want Not.”</p> <p>Direct students to annotate the text with a focus on the terms reviewed above.</p> <p>Identify/discuss author’s purpose in the text. On board, create a chart with each appeal as its own column. Connect student</p>	<p><u>Comparative Analysis Essay</u> (See Summative Unit Assessments above)</p> <p>Student annotations, work shared with class on the</p>

		<p>annotation findings to each appeal (e.g., How does the author use an anecdote? How could this be an example of pathos?</p> <p>Describe the style of the author's diction - is it formal? Informal? How could this function as a form of ethos?). Students may also identify the various claims made throughout, examining how they fit under one or more appeals.</p>	<p>board, whole group discussion</p>
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New Jersey Student Learning Standards

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. 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.

W.RW.9–10.7. 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.

SL.II.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.

SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.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.

SL.UM.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.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Suggested Modifications for Special Education, ELL and Gifted Students

ELL (English Language Learners):

- Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.
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- Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.
 - Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

- Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.
- Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.
- Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Special Education Students:

- Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.
- Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.
- Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.
- Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

From Study Sync:

- Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts
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Suggested Technological Innovations/Use

Study Sync Platform
Google Classroom/OnCourse Classroom
Use of Google Translate as needed
Skill Reinforcement: Kahoot, Blooket, etc.
Research Databases (Ebsco, Facts of File, Fact Cite etc.)
Peer-editing tools

Cross Curricular/21st Century Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit 3B: The Research Paper

Content Area: Language Arts
Course(s): English 9CP
Length: 4 weeks
Status: Unpublished

Summary of the Unit

For this unit students will conduct research in order to develop and defend a claim on the topic of climate change. Students will determine credible sources and utilize a variety of sources in order to synthesize their research into a coherent, well-structured research paper. Additionally, students will adhere to MLA formatting guidelines such as proper quote integration and citation and formatting a works cited page. Students will research using databases and credible web sources in order to gather, select and analyze information relevant to their topic. Students will then draft, revise and finalize their writing into a well-organized essay where they develop and defend their claims using evidence from their research. Students will recognize the value and purpose of research and the way in which writing is an effective tool for communication. Students will use technology in order to collect, organize, create and present information to the intended audience.

Enduring Understandings

- Writing is a process by which writers communicate their thinking and learning to achieve a direct purpose.
 - Technology is a tool that can be used for collecting, organizing, creating, and presenting information.
 - Climate is regulated by complex interactions among components of the Earth system.
 - Climate varies over space and time through both natural and man-made processes.
 - Life on Earth depends on, is shaped by, and affects climate.
 - Logical fallacies create misleading or false information and negatively affect the validity of an argument.
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Essential Questions

- Process writing is an effective means of developing and supporting arguments to serve an author's purpose.
 - What is the relationship between mankind and climate change?
 - How can we determine credible sources and avoid logical fallacies?
 - Why do we need to evaluate what we read?
 - How and why does structure impact meaning and effective communication?
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Summative Assessment and/or Summative Criteria

Research paper: Students will write a 2-3 page research paper on one of the following topics on climate change.

Possible Research Topics:

1. What is the evidence that shows the climate is changing?
 2. What is the evidence that shows humans are causing climate change?
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3. How is climate change a serious problem?
4. What are the environmental health impacts of climate change?
5. What is the importance and role of international climate change politics?
6. How is climate change fueling human migration and displacement?
7. Should the United States invest more in nuclear power?
8. Should the United States government take aggressive steps to combat climate change?
 - a. What steps should the United States government take to combat climate change and why?

Resources

School subscription databases such as Facts on File and Gale

Video: <https://www.youtube.com/watch?v=EtW2rrLHs08> Climate Change 101 with Bill Nye | National Geographic

Article: <https://www.un.org/en/climatechange/what-is-climate-change> "What is Climate Change?"

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Introduction 1-2 days Video: "Climate Change 101 with Bill Nye" by National Geographic "What is Climate Change?" UN article	SWBAT determine what a research paper is, what purpose it serves and explain the components of it. Acquire new vocabulary consistent with the research topic in order to apply to their reading and writing. SWBAT determine the causes of climate change and explain how humans contribute to it. SWBAT define climate change and recognize ways to combat it.	Teacher will introduce the concept of a research paper to students. Terms that may need to be defined/introduced are: synthesize, primary sources, secondary sources, integration, etc. Additional key words essential to the research paper will be given on the instruction handout (i.e. climate change, global warming, emissions, etc.) Introduction to climate change "Climate Change 101 with Bill Nye" (see link in resources above) "What is Climate Change?" UN article (see link in resources above)	Vocabulary quiz on relevant terms. Guided note sheet for article and video (teacher-created)
Determining credible sources 1 day	SWBAT determine credibility of	Lesson on determining credible sources (Google Slides presentation with examples and	Evaluating websites

	sources via evaluation.	tips). How can you determine if a source is credible?	worksheet (teacher-created)
Introduction to Databases (1 day)	SWBAT recognize databases as a research tool. SWBAT apply database skills to gather credible research to develop and support claims.	Lesson on databases - what are databases? Why are they a valuable research tool? What features do they offer?	Guided note sheet (cloze format) (teacher created)
Research (5-7 days)	SWBAT gather relevant, credible research to develop and support claims. SWBAT organize ideas and research via a graphic organizer.	Researching and taking notes Teacher will guide students through researching their topic and taking detailed notes as they gather relevant information for their research papers. Students will cite textual evidence on a graphic organizer to save for use in final paper.	Research note sheet (teacher-created)
Thesis Statements (2-3 days)	SWBAT develop a strong, focused thesis statement. SWBAT evaluate thesis statements for strength and explain strengths and weaknesses of samples.	Development of thesis statement - teacher will explain what a thesis statement is and the purpose it serves. Then the teacher will present a mini lesson on how to determine the strength of a thesis using examples.	Evaluating sample thesis statements worksheet (teacher-created)
Outlines (2-3 days)	SWBAT create an outline as an organizational tool for research paper writing. SWBAT revise and edit outlines to prepare for writing.	Begin outline Teacher will go over the basic format for an outline using a sample. A template may be provided for students to use as they begin to structure their own outlines with their current research. Finalize outlines (revise thesis statements after teacher feedback is provided).	Outline template
Plagiarism (2 days)	SWBAT properly integrate quotations from reliable sources in order to adhere to MLA standards and support claims.	The teacher will present a mini lesson on plagiarism. What is it? How can it be avoided? Demonstrate for students using samples. Then teach how to avoid plagiarism by properly integrating quotations into writing. Demonstrate examples to the class. Introduce	Plagiarism example worksheet (teacher-created)

		Turnitin.com.	
Introductions (2 days)	SWBAT write an effective, well structured introduction with a focused thesis statement.	The teacher will present a mini-lesson on introductions, discuss structure, content and revised thesis statements. The teacher may decide to include graphic organizers to assist students. Students will begin to draft their introductions following the sample provided by the teacher.	Writing introductions
Body paragraphs (4 days)	SWBAT write effective, well structured body paragraphs. SWBAT vary sentence structure, transitions and support claims with properly cited evidence.	Mini-lesson on body paragraphs Review the structure of body paragraphs, topic sentences, review of quote integration and concluding sentences.	Writing body paragraphs
Conclusion (1-2 days)	SWBAT write effective conclusions to summarize arguments.	Mini lesson on conclusions Teacher will review how to structure a conclusion and allow students time to begin drafting their conclusions.	Writing conclusions
Works Cited Page (1 day)	SWBAT properly format a works cited page in MLA format.	Mini lesson on works cited page, teacher will provide a sample to the class and identify and discuss the various components of a works cited page. Students may use online citations tools such as citation machine and easybib.com to assist them. The teacher will also remind students of the citation tools on the databases. Students will begin drafting their works cited pages.	Works cited page
Peer Editing (1-2 days)	SWBAT work collaboratively with peers to edit writing for spelling, grammar and organization of ideas. SWBAT evaluate the effectiveness of arguments and offer suggestions for improvements.	Peer editing and revisions	Peer editing worksheet

Revisions (2-3 days)	SWBAT synthesize research while developing and supporting claims.	After peer editing, students will begin to revise their papers and make corrections. When finished, final drafts will be submitted.	Final drafts
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W.SE.9–10.6. 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 or APA Style Manuals).

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From Study Sync:

- Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

Suggested Technological Innovations/Use

- Study Sync Platform
- Google Classroom/OnCourse Classroom
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/21st Century Connections

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
 - 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
 - 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
 - 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
 - 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
 - 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).
 - 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
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Unit 4: The Art of Disguise (Drama)

Content Area: Language Arts
Course(s): English 9CP
Length: 5 - 6 weeks
Status: Unpublished

Summary of the Unit

In this unit, students will study drama in its many influential forms, from a classic Shakespearean play to the realism of Ibsen's *A Doll's House* and the contemporary craft of *A West Side Story* by Arthur Laurents. Students will examine how the genre has evolved over time while drawing cross-genre connections to poetry and fiction focusing on the theme "The Art of Disguise". Students will consider how we view the concept of performance and how we may perform for others on modern-day stages such as on social media, including how our personas, real or manufactured, affect our place and success in this modern world.

Enduring Understandings

- Our social media-influenced society places much emphasis on personality and image as an individual brand.
- The internet is a modern-day stage for performing in our daily lives which affects our understanding of relationships.
- Drama as an art form has evolved in various ways since the time of William Shakespeare yet still carries many of his influences.
- A stage performance by an actor is influenced by multiple factors, including written dialogue, stage directions, and directorial influence.

Essential Questions

- How do we perform for different audiences?
- What value do we place on image and personality in our modern-day world, both with in-person relationships and on virtual platforms?
- How has the craft of drama changed over time and what influences from the earlier art form do we still witness today?
- How do dramatic elements such as stage directions, etc., affect the development of the narrative and characters in a drama?

Summative Assessment and/or Summative Criteria

Students will work in a group to develop a one act play divided into scenes on the influences of social media in their daily lives. Students will demonstrate an understanding of various dramatic elements (use of scenes and setting, stage directions, dialogue, character development, etc.) in their one act play. The play's theme will focus on some of the thematic concepts explored in this unit, including but not limited to the following: the need for a disguise in our lives, the culture of personality and how it influences our path to success, or the concept of performing for different audiences.

Resources

- Unit resources labeled "(SS)" indicate texts included in StudySync.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Fiction Anchor Texts:

As You Like It by William Shakespeare (SS)

King Lear by William Shakespeare

Fiction Short Texts and Excerpts

A Doll's House by Henrik Ibsen (SS)

West Side Story by Arthur Laurents (SS)

"We Wear the Mask" by Paul Laurence Dunbar (SS)

"The Pose" by Amwar Khan (SS)

"Blues Ain't No Mockin Bird" by Toni Cade Bambara (SS)

Nonfiction Short Texts

"Quiet: The Power of Introverts in a World That Can't Stop Talking" by Susan Cain (SS)

Videos:

Royal Shakespeare Company's performance of *As You Like It*, 1.2:

<https://www.youtube.com/watch?v=M5W8LyuiVYs&t=4s>

Royal Shakespeare Company's performance of *King Lear*, 1.1 <https://www.youtube.com/watch?v=D3gS2-D2ZH0>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Unit Intro and "We Wear the Mask" by Paul Laurence Dunbar (3 to 4 days)	<p>SWBAT develop understanding of unit themes, Disguise and Performance, via self-reflection and discussion.</p> <p>SWBAT develop an understanding of vocabulary terms and apply knowledge of terms to reading.</p> <p>SWBAT apply knowledge of poetic elements and poetry analysis to develop understanding of poem.</p> <p>SWBAT analyze themes present in poem.</p>	<p>For duration of text, introduce vocabulary in context to support students when reading.</p> <p>Teacher will introduce unit themes by showing Unit Overview video and assigning "Blast: The Art of Disguise" to students. Review student responses.</p> <p><i>Optional: Teacher may also assign "Skill: Content Vocabulary" series to support reading of unit introductory materials.</i></p> <p><i>Optional Ongoing Reader's Notebook: What is it about</i></p>	<p>Quiz on unit literary terms.</p> <p><i>Optional Ongoing Assessments: Teacher may choose to assess understanding of vocabulary as well on quizzes.</i></p>

		<p><i>watching a performance that we find so moving? What kind of performances are you most intrigued by: dramatic? athletic? Illusion?</i></p> <p>Students will read the Intro information for the poem “We Wear the Mask” by Paul Laurence Dunbar on SS. Teacher will provide additional context (see SS textbook, Gr. 9, Vol 2., pg 105). Then, read the poem, annotating for poetic elements as well as in response to the following: What does the poem suggest about the need for a disguise? How do the actions by the speaker also suggest a sense of disguise or hiding? How does your understanding of the poet’s life and writings affect your understanding of the poem? (See “Text Talk” questions on pg 107). Review and discuss responses. Connect to the themes introduced earlier for the unit.</p>	<p>Reading Quiz on “We Wear the Mask” on SS.</p> <p>“Collaborative Conversation” Activity (See “Collaborative Conversation” on pg 109).</p>
<p>“The Pose” by Anwar Khan</p> <p>and</p> <p>“Blues Ain’t No Mockin Bird” by Toni Cade Bambara</p> <p>(3 to 5 days)</p>	<p>SWBAT conduct a close read via annotations activities.</p> <p>SWBAT develop understanding of terms “connotation” and “denotation” and apply to close reading of stories.</p> <p>SWBAT draw thematic connections between two texts via written and oral discussion.</p>	<p>Assign activity series “Independent Read: The Pose” for story “The Pose” by Anwar Khan. Discuss with students: What might be interesting, exciting, uncomfortable, or potentially dangerous about such an activity? How is this similar to or different from the mask Dunbar mentioned in his poem? What is at stake? Discuss student responses to Write question on SS.</p> <p>Assign First Read: “Blues Ain’t No Mockin Bird” by Toni Cade Bambara with Think Questions 1 & 2. Review and discuss student responses. Then, assign “Connotation and Denotation” activity series, including Define</p>	<p>Reading Quiz on SS for “The Pose”, One-pager activity</p> <p>Complete “Close Read: Blues Ain’t No Mockin Bird” assignment with annotation guide to prepare for a Collaborative Conversation oral assessment (see Gr. 9, Vol. 2, pgs 144-145).</p>

		video. Once class has completed and reviewed the work, discuss: how does “performance” play a part in the story? Who is “performing”? How does it affect how others view them?	
<p><i>As You Like It</i> by William Shakespeare</p> <p>OR</p> <p><i>King Lear</i> by William Shakespeare</p> <p>Act 1 (1 week)</p>	<p>SWBAT develop an understanding of drama literary terms and apply them to reading of texts.</p> <p>SWBAT apply knowledge of Shakespearean terminology to develop understanding of text.</p> <p>SWBAT participate in oral reading and demonstrate proficient oral reading skills.</p> <p>SWBAT develop an understanding of dramatic conventions and apply to their own rewrite of a scene.</p>	<p>Teacher will assign “Recognizing Genre” activity series (SS) to introduce genre and unit literary terms.</p> <p>Students will read a passage provided in Shakespearean English and use context clues to determine meaning of words listed on provided glossary sheet (teacher-made).</p> <p>As a class, review student findings; teacher will assist students in correcting noted meanings and fill in additional definitions to provide students with glossary resource as they read the play.</p> <p><u>Group Mini-Project:</u> Groups of students will read an assigned excerpt from a scene in Act 1 of the play and rewrite the scene including stage directions based on the dialogue (see SS video: “Dramatic Elements and Structure: Model” for sample to show students).</p> <p><u>Ongoing Support for Readers:</u> Before each scene in Act 1, teacher will provide students with synopsis of scene to develop a frame of reference as they read.</p> <p>Assign roles to students to take on during in-class oral reading of scenes, pausing to clarify and check for Comprehension.</p>	<p>Quiz on drama and Shakespearean terms as used in context</p> <p>Group Mini-Project</p> <p>Comprehension questions</p>

		<p>After reading Scene 2, show SS video “Dramatic Elements and Structure: Define” (found under “The Tragedy of Romeo and Juliet). Students will then review the text of scene 2 and find examples of the stage directions provided. Explain to students why Shakespeare did not provide many stage directions. Discuss as a class how the lack of stage directions can affect a production of the play.</p> <p>In small groups, student will view video clip of Royal Shakespeare Company performance (For AYLI: Act 1, sc. 2; for King Lear: Act 1, sc. 1) and follow along with text. Students will note down stage directions followed by actors but not included by Shakespeare to create a more thorough “script” of the text.</p>	<p>Scene 2 worksheet</p> <p>Stage directions notes</p>
<p>“As You Like It” by William Shakespeare</p> <p>Act 2 (optional)</p> <p>(4 to 5 days)</p>	<p>SWBAT identify and discuss how Act 2 develops the conflict established in Act 1.</p> <p>SWBAT participate in oral reading and demonstrate proficient oral reading skills.</p> <p>SWBAT identify comedic or tragic elements included in scenes.</p>	<p><u>Optional Ongoing Support for Readers:</u> Teacher may choose to continue providing scene synopsis as needed.</p> <p>Assign roles to students to take on during in-class oral reading of scenes, pausing to clarify and check for comprehension.</p> <p><u>AYLI:</u> While reading scenes, pause to discuss comedic elements evidenced in dialogue (i.e., physical comedy, puns, irony).</p> <p><u>KL:</u> While reading scenes, pause to discuss tragic elements evidenced in dialogue (i.e., tragic flaw, situation, etc.)</p>	<p>Quiz: Students will be assigned excerpts from Act 2 and will identify examples of comedic elements (from <i>AYLI</i>) or tragic elements (from <i>KL</i>).</p>
<p>“A Doll’s House” by Henrik Ibsen Excerpt</p> <p>(2 to 3 days)</p>	<p>SWBAT close read an excerpt from the play to develop understanding of how dialogue helps to develop characterization.</p>	<p>Teacher will show Introduction video on SS for <i>A Doll’s House by Henrik Ibsen excerpt.</i></p> <p>Discuss: how does this intro</p>	<p>Complete “Write: Literary Analysis” prompt on SS</p>

	SWBAT identify characteristics of stage plays in this excerpt.	suggest the theme of Disguise in this text? Teacher will assign SS activity series (Read and Quiz).	
“West Side Story” by Arthur Laurent Excerpt (2 to 3 days)	SWBAT develop understanding of characters and their situations via reading. SWBAT develop understanding of how dialogue and stage directions work collaboratively to build tension.	Assign First Read activity series on SS. Review and discuss student responses to Think questions (particularly #3). <i>Optional: Teacher may choose to assign “Close Read: Write” activity on SS to students individually or in groups</i>	Complete “Close Read: Read” activity on SS.
“Quiet: The Power of Introverts in a World that Can’t Stop Talking” By Susan Cain (3 days)	SWBAT identify key ideas in the reading and identify the compare/contrast details included. SWBAT reflect on the concepts of success, image, and personality in today’s world and develop a visual representation of the type of personality traits one needs to be successful.	Assign First Read activity series for “Quiet: The Power of Introverts in a World that Can’t Stop Talking” . Discuss the differences between “The Culture of Character” and “The Culture of Personality” described in the text. Which is better? Which can help you achieve success? How or how not? How is the concept of “performance” a factor according to the text? Assign Close Read activity (Vocabulary and Read) to students, having them annotate in response to the prompts provided. Discuss student findings as a class. Project: Students will create an avatar symbolizing today’s “Culture of Personality”. The project may be completed digitally or on a poster and should include an illustration of an imagined person who has achieved success in today’s “Culture of Personality”. The image should include several symbols representing the traits they believe are needed for success in today’s culture.	“Culture of Personality” Visual Project Close reading activity

		<i>To enhance the project, teachers may choose to require students to draw connections to text via supporting evidence.</i>	
Writing a One-Act Play (Summative Assessment) (1 week)	SWBAT work collaboratively to develop a one-act play incorporating the various dramatic elements studied and based on one aspect of the unit's theme.	Teacher will assign groups to develop a one-act play for their summative assessment. Students will be given class time to develop a play on one of the many facets studied as part of the unit theme, The Art of Disguise. Student work will include evidence of the various dramatic elements studied in the unit as well (Act, scene, settings, dialogue, stage direction, etc.) On the final day, student groups will perform the play for the class.	Group One-Act Play

New Jersey Student Learning Standards

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. 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.

Suggested Modifications for Special Education, ELL and Gifted Students

ELL (English Language Learners):

- Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.
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- Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.
 - Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

- Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.
- Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.
- Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Special Education Students:

- Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.
- Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.
- Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.
- Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

From Study Sync:

- Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts
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Suggested Technological Innovations/Use

- Study Sync Platform
 - Google Classroom/OnCourse Classroom
 - Use of Google Translate as needed
 - Skill Reinforcement: Kahoot, Blooket, etc.
 - Research Databases (Ebsco, Facts of File, Fact Cite etc.)
 - Peer-editing tools
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Cross Curricular/21st Century Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Unit 5: The Dance of Romance (Poetry)

Content Area: Language Arts
Course(s): English 9CP
Length: 6 - 8 weeks
Status: Unpublished

Summary of the Unit

This unit focuses on a wide variety of literature examining the universal theme of love. The primary focus of this unit is poetry with texts such as Elizabeth Barrett Browning’s “How Do I Love Thee? (Sonnet 43),” and Edgar Allan Poe’s “The Raven”. These works are accompanied by contemporary works such as “Dusting” by Rita Dove and “Redbird Love” by Joy Harjo. Selections such as short stories “The Gift of the Magi” by O. Henry and “Catch the Moon” by Judy Ortiz Cofer provide an opportunity for students to read across genres. Additionally, *Anthem* by Ayn Rand and *Untwine* by Edwidge Danticat serve as a novel study. Students will reflect on how love impacts those who experience it by synthesizing the ideas in these texts to generate their own argument about love’s ultimate effect and explain how that effect is demonstrated in each of the selections. Students will examine characteristics of various types of poems throughout the unit.

Enduring Understandings

- Love in its many forms is a prominent theme in literature as a major factor of the human condition.
- Figurative language is a key tool for writers to express an idea or understanding to the reader, used by creating an association between a new concept and a familiar one.
- As humans, we are deeply affected by our interactions with others, as members of societies, and also through our individual introspection.
- Characterization can be enhanced by environmental factors, such as setting, society, etc.

Essential Questions

- Why is love such a powerful and universal theme in literature?
- What do readers get out of reading stories about people falling in love—and losing that love?
- How do authors of both prose and poetry employ figurative language to express a theme?
- How do a character’s experiences, positive and negative, affect how they develop over the course of a novel?

- How do narrative elements such as setting shape a character’s experiences?

Summative Assessment and/or Summative Criteria

Teachers may choose one of the Summative Assessments below.

For either Anchor Text:

A) Comparative Analysis Essay: In *Anthem*, Equality 7-2521 is dedicated to a very specific purpose, and he is also dedicated to his relationship with Liberty 5-3000. How does his love for her impact his choices?

In *Untwine*, we see Giselle experience the many stages of grief and, in connection, learn a lot about love in its many forms: Familial, Romantic, Friendly, etc. How does the love in her life help her as she navigates the stages of grief?

Select two or three works from this unit in which the love that individuals feel impacts their choices, purpose, and/or motivation. In a literary analysis essay, make a claim about how love can act as a motivating force. Cite evidence from the texts you have selected to support your position. Teacher may choose to make this an in-class timed writing OR complete as a process essay (Plan, Draft, Revise/Edit, Publish).

B) Character Transformation Project: For *Anthem*, students will trace the character development of Equality 7-2521 under each of his names in the novel: Equality 7-2521, The Unconquered, and Prometheus, examining inner conflicts, motivations, desires, and lessons learned.

For *Untwine*, students will trace the character development of Giselle as she learns to “untwine” her life from that of her sister, Isabelle, using the stages of grief as the “sections” of her development.

Project will include a visual component which captures how the main character evolves from beginning to end of the novel, textual evidence as support, and a written analysis of his transformation focused on what he has learned about himself and his society through his ordeals and experiences. Students should also draw establish a thematic connection, considering how the theme of love contributed to the character’s transformation. Project may be enhanced by requiring that students establish connections to shorter texts studied throughout the unit.

Resources

- Unit resources labeled “(SS)” indicate texts included in StudySync.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Anchor text options:

Anthem by Ayn Rand (SS)

Untwine by Edwidge Danticat (SS)

Poems:

“Sonnet 116” by William Shakespeare (SS)

“How do I Love Thee?” by Elizabeth Barrett Browning (SS)

“Dusting” by Rita Dove (SS)

“The Raven” by Edgar Allan Poe (SS)

“Redbird Love” by Joy Harjo (SS)

Short Stories and Nonfiction Texts:

“Love in a Headscarf” by Shelina Zahra Janmohamed (SS)

“The Gift of the Magi,” by O. Henry (SS)

“Catch the Moon” by Judith Ortiz Cofer (SS)

Additional Resources:

Anthem Anticipatory Guide: <https://teachnovels.com/wp-content/uploads/2023/03/Anticipation-Guide-ANTHEM.pdf>

Additional Short Text, Nonfiction, and Poetry Options:

“An Echo from Willow-Wood” by Christina Rossetti

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Introduction to the Unit Theme: The Dance of Romance (2 to 3 days)	SWBAT develop understanding of theme-based vocabulary terms and literary terms to employ throughout unit. SWBAT participate proficiently in discussion regarding unit theme and reflect on prior poetry reading experiences.	<i>Optional: Teacher may assign “Blast: The Dance of Romance” to introduce the theme of the unit and review/discuss student responses.</i> Assign “Skill: Content Vocabulary - Terms About Romance” and “Skill: Recognizing Genre” to develop understanding of vocabulary and literary terms for unit. Turn and Talk Activity: How can a poet create an emotion in a poem? What are some poems you’ve read with a specific emotion? What was the emotion? Why is love such a popular choice of theme for a poem? (use SS speaking frames if needed)	Complete “Your Turn” Activity for both Skill Activity sets.
“Sonnet 116” by William Shakespeare and “How do I Love Thee?” by Elizabeth Barrett Browning (SS) (4 - 5 days)	SWBAT develop an understanding of the Shakespearean sonnet form. SWBAT close read a Shakespearean sonnet to identify its various components and then mimic in their own original sonnets.	Teacher will refer back to definitions for Shakespearean and Petrarchan sonnets from Unit Intro. Provide students with large-print copies of Sonnet 116 on small poster boards to conduct group reading and annotation, focusing on structural components (i.e., what love is not, what it is, concluding	<i>Optional: SS Independent Read Quiz on poem.</i> Complete SS Independent Read: Write assignment; teacher may choose between the Write assignments provided for the two sonnets on SS OR combine the two prompts into one assignment.

	SWBAT compare and contrast two sonnets to identify how each uses the form to answer a question.	<p>couplet). Review and discuss student annotations and conclusions: What is Shakespeare saying about love? How does he organize these ideas?</p> <p>Assign “How do I Love Thee” Independent Read assignment, focusing annotations on how Browning uses the sonnet form to answer a posed question. Review student findings.</p> <p>Complete compare/contrast activity on the two sonnets treating the same theme (love) and each poet’s use of the sonnet form.</p> <p><i>Optional: Focus on use of figurative language in poem for students to refer back to during discussion and as examples when completing benchmark assessment.</i></p>	
<p>“Dusting” by Rita Dove</p> <p>(2 to 3 days)</p>	SWBAT develop understanding of literary terms focused on figurative language and apply to a close reading of the poem, identifying and analyzing evidence of figurative language.	<p>Assign “First Read” activity series to students. Review responses to Think questions.</p> <p>Show “Define” video for “Skill: Figurative Language” series for vocabulary acquirement and examples. Assign “Vocabulary” activity from series and review “Model” activity with students.</p> <p><i>Optional: Assign “Skill: Textual Evidence” activity series if needed to review citing/evidence.</i></p> <p>Assign “Close Read: Read” activity. Review student annotations and findings.</p>	Complete SS “Close Read: Write Activity.”
<p>“The Raven” by Edgar Allan Poe</p> <p>(2 - 3 days)</p>	SWBAT conduct close reading of excerpt from poem after studying Skills Models presented on SS.	<p>Show “First Read: The Raven” Intro video to set up the poem’s subject.</p> <p>Read “The Raven” aloud in class, focusing annotations on</p>	Students will select or be assigned a stanza from the poem to Close Read, following either Skill Model selected by teacher.

		<p>narrative elements of poem (setting, characters, etc.). Allow time for silent reading as well and additional annotations in a Think-Pair-Share. Review student findings as a class.</p> <p>Teacher may choose one of the following skills-based activities (or both): Show “Skill: Poetic Elements and Structure - Model” video to class and review the Skill Model with the students. OR Show “Skill: Connotation and Denotation - Define” video to class and review the Skill Model with the students.</p>	
<p><u>Anchor Text</u> <u>Option 1:</u></p> <p>Pre-reading for Anthem by Ayn Rand</p> <p>(1 day)</p>	<p>SWBAT reflect on their personal ideas and experiences as they participate in anticipatory discussion.</p>	<p>Complete Pre-Reading Anticipatory Guide to spark discussion regarding the conflicts and themes in the novel.</p> <p><i>Optional Ongoing Reader’s Notebook: Choose one of the statements from the Anticipatory guide and develop your response.</i></p>	<p>Small Group Discussion based on Anticipatory Guide (OR based on Notebook entry if applicable).</p>
<p>During Reading</p> <p>Chapter 1</p> <p>(4 days)</p> <p>Comparative Texts: “The Gift of the Magi,” by O. Henry and “Catch the Moon” by Judith Ortiz Cofer</p>	<p>SWBAT analyze protagonist’s POV via discussion questions.</p>	<p>Chapter 1</p> <p>Provide students with discussion questions for small group discussions where they can draw conclusions based on key excerpts from the novel. Assign each group 2 questions and an excerpt to analyze. Sample discussion questions: 1. What conclusions might you form about a society that assigns names like Equality 7-2521, Union 5-3992, and International 4-8818? 2. Why does Equality feel so strongly about hiding the existence of the train tunnel from the very first moments of its discovery? 3. Equality states that spending time alone is “the great transgression and the root of all evil.” Why would the people of the society hold such a view?</p>	

	<p>SWBAT draw thematic connections between anchor text and one of the two comparative readings via group discussion.</p>	<p>Continuing in two groups, assign one of the stories to each group: “Catch the Moon” or “The Gift of the Magi.” Groups will come together to discuss the story: In “Catch the Moon,” “The Gift of the Magi,” and Anthem, the main characters take pride in their possessions— perhaps too much pride. How is our sense of pride attached to what we own? What is each author attempting to convey to their audience about investing oneself in material goods? How does this connect to the anchor text?</p>	<p>Group Discussion:</p>
<p>During Reading Chapter 2-3 (4-5 days)</p>	<p>SWBAT develop understanding of the society in <i>Anthem</i> and analyze how Equality 7-2521’s POV affects the reader’s understanding of the society.</p> <p>SWBAT think critically about societal rules and discuss how these are being challenged by the protagonist in chapters 2 and 3.</p>	<p>Chapters 2-3 Independent read activity on SS (Instructional Path on SS)</p> <p>Gallery Walk Discussion - Questions: 1) How does Equality 7-2521 giving Liberty 5-3000 a new name challenge the order of their society? How does the name “Golden One” both follow and reject the usual naming conventions? 2) After secret encounters with Liberty 5-3000, Equality 7-2521 demonstrates happiness. How does this cause him problems? 3) Equality 7-2521 recalls, at age ten, seeing a Transgressor burned alive. Why does this Transgressor seem more like a saint to Equality 7-2521 than the Saints of Labor, the Councils, and the Great Rebirth that he has learned about? 4) How does the convention of love at first sight challenge the society’s rules and assumptions about how humans should behave?</p> <p>Poster Mini-Project: Students will list the rules evident thus far in the text based on Equality 7-2521’s POV, collecting textual evidence. Then, have students</p>	<p>Reading Quiz on SS from Independent Read on Ch’s 2-3</p> <p>Poster Mini-Project</p>

		draft a “Code of Laws” for the society in the text by examining the collected evidence from the text and codifying the rules into five laws, ranked by order of importance in the text. Present to class and explain decisions made.	
<p>During reading</p> <p>Chapters 4-6</p> <p>5 days</p> <p>Paired text: “Love in a Headscarf” By Shelina Zahra Janmohamed</p>	<p>SWBAT examine the irony in the character’s thought process in relation to the values of his society.</p> <p>SWBAT determine central or main idea and discuss its relevance to the author’s purpose.</p> <p>SWBAT explain the effect of POV in achieving the author’s purpose.</p>	<p>Chapters 4-6</p> <p>Students will Close Read chapter 5, focusing on the irony of the chapter by responding to the following: How does the chapter show the irony of Equality 7-2521’s experiments? How does it show the tension between his developing individuality and his continued loyalty to his society?</p> <p>If doing optional paired reading, students may respond to the following in a class discussion or in the <i>Optional Ongoing Reader’s Journal: Both</i> Chapter 4 of <i>Anthem</i> and “Love in a Headscarf” are about courtship. What matters to the main characters in each text when meeting their potential partners? What brings Equality 7-2521 and Liberty 5-3000 together? How does this differ from Shelina Zahra Janmohamed’s experience?</p> <p>In Chapter 5, Equality 7-2521 begins to take pride in his own body. “We wish it were possible to us,” he wonders, “to know the likeness of our own person.” Discuss the significance of this moment of discovery and curiosity in Equality 7-2521’s process of becoming an individual. How important is it that he cares about his own body? How</p>	<p>Whole class discussion on chapter 5 (discussion tracker used)</p>

		does his acquaintance with his body impact his own self-image? Use evidence from the text to support your analysis.	
<p>During reading</p> <p>Chapters 7-9</p> <p>(4 days)</p> <p>Paired texts: “The Raven”</p>	<p>SWBAT draw conclusions about the main character’s development via close reading and analysis of the chapters.</p> <p>SWBAT identify and describe character and setting detail.</p> <p>SWBAT articulate the emotions that are integral to the poem’s mood in “The Raven” and draw connections to the novel.</p>	<p>Chapters 7-9</p> <p>Assign Think Questions on SS focusing on character development.</p> <p>Review and discuss student findings.</p> <p>Have students trace the settings used in the novel thus far and respond: How does setting contribute to the character’s development?</p> <p>Conversations: Think back to the poem studied in this unit, “The Raven”. In both “The Raven” and <i>Anthem</i>, the main characters deal with loss. How can loss affect our sense of identity? How does communal loss differ from personal loss?</p>	Collaborative Conversations
<p>During reading</p> <p>Chapters 10-12</p> <p>(2 to 3 days)</p> <p>Paired text “Redbird Love” by Joy Harjo</p>	<p>SWBAT identify and describe the literary devices that are integral to the poem’s themes.</p>	<p>Chapters 10-12</p> <p><u>Discussion:</u> In both “Redbird Love” and <i>Anthem</i>, partners provide both literal and metaphorical homes for each other. How can a partner impact our sense of self? What does it mean to always “circle back” to someone?”</p>	Independent read activities on SS
<p>Post-reading</p> <p>(5 - 7 days)</p>	<p>SWBAT trace the development of a dynamic character throughout the text.</p> <p>OR</p> <p>SWBAT draft, develop, revise, and edit a</p>	<p>If selecting <u>Character Transformation Project for Summative Assessment</u></p> <p>Prep: Students will work with a partner or group to gather evidence in response to the project prompt.</p> <p>Next, students will brainstorm ideas for demonstrating the character’s transformation through a visual representation</p>	Final Assessment: Character Transformation Project Presentations OR Comparative Analysis Essay Submission.

	comparative analysis essay.	<p>before beginning to develop the project.</p> <p>If selecting <u>Comparative Analysis Essay</u> and administering as a process essay: Students will begin by selecting the titles they will use for the comparative analysis and drafting an outline and thesis statement.</p> <p>Next, students will work on developing each body paragraph and a final conclusion. Students will complete Revise and Edit partner reviews.</p>	
<p><u>Anchor Text Option 2:</u></p> <p>Untwine by Edwidge Danticat</p> <p>Pre-Reading</p> <p>(1 day)</p>	<p>SWBAT reflect on previous experiences and thoughts concerning a selected theme and connect to introductory video.</p>	<p>As an anticipatory assignment, first play the SS Intro video for students.</p> <p>Then, present students with the following novel themes and have them choose one to reflect on (i.e., what does this make you think of?</p> <p>How do you expect this theme to develop in the novel based on the overview video?): Nature vs. Nurture, Grief, Identity, Love in its Many Forms (romantic, familial, friendship, etc.), Trauma.</p> <p><i>Optional Ongoing Reader's Notebook: Choose one of themes and develop your response.</i></p>	<p>Small Group Discussion based on Anticipatory Activity.</p>
<p>During Reading</p> <p>Chapters 1-8</p> <p>(4 to 5 days)</p>	<p>SWBAT close read excerpts and analyze how the author uses various literary techniques to develop characterization.</p>	<p>Chapters 1 - 8</p> <p>Assign each group an excerpt to analyze for its use of literary techniques and characterization.</p> <p><i>Sample techniques:</i> flashback/nonlinear timeline, dialogue, narration, description, etc. <i>Sample questions:</i> 1. How are the various characters processing trauma? 2. What themes discussed during the anticipation activity are already starting to show as the characters are introduced? 3. Do we have a reliable narrator in Giselle? Explain.</p>	<p>SS <i>Untwine</i> Independent Read - Write activity</p>

<p>Optional Paired Text: “Dusting” by Rita Dove</p>	<p>SWBAT compare their own experiences with memories to that of the characters in the anchor text or poem.</p>	<p>Discuss each group’s findings, focusing on how the various techniques develop our understanding of each character.</p> <p>Optional Paired Text Activity: SS Comparative Writing assignment for <i>Untwine</i> and “Dusting”. May be completed as an assessment or in the Optional Ongoing Reader’s Notebook.</p>	<p>Optional Paired Text Assessment: Complete and submit SS Comparative Writing assignment for <i>Untwine</i> and “Dusting”.</p>
<p>During Reading</p> <p>Chapters 9 - 15</p> <p>(4 to 5 days)</p>	<p>SWBAT develop understanding of the stages of grief and identify the stages as they occur in the text.</p> <p>SWBAT conduct close reading of text and identify and analyze effects of figurative language.</p>	<p>Introduce students to the Kubler-Ross Grief Cycle. Then on chart paper, have them list the various stages and connect to self-selected passages in the text. (NOTE: All stages will not be met yet). Students are to include page numbers and brief explanation of the connection.</p> <p>Define “extended metaphor” and discuss how an author may use it in their work. Have students read and annotate excerpt, Chapter 15 pgs. 124-126, identifying the extended metaphor, beginning and end, and analyzing its effect on the reader’s understanding of Giselle’s grief. Which stage does this suggest she is at? Why?</p> <p><i>Optional Ongoing Reader’s Notebook: Why does Giselle blame herself for the car accident? IS she to blame? Why/not? Who is? How does assigning blame either help or hinder her coping and recovery?</i></p>	<p>Review/Discussion of Grief Cycle activity.</p> <p>SS Reading Quiz, Ch’s 9 - 15</p>
<p>During Reading</p> <p>Chapters 16 - 23</p> <p>(4 to 5 days)</p>	<p>SWBAT draw thematic connections between the anchor text and a poem, analyzing how</p>	<p>After reading chapters 16 - 23, split class in two groups with half working with “The Raven” and other half with “How Do I Love Thee?”</p>	<p>Written response</p>

<p>Paired Text: “The Raven” by Edgar Allen Poe OR “How Do I Love Thee” by Elizabeth Barrett Browning</p>	<p>each text addresses the theme of lost love.</p> <p>SWBAT conduct a close reading of a select passages to develop depth of understanding of novel’s title.</p>	<p>Students will review poems and identify evidence of the theme of lost love. Then, groups will connect their poem to anchor text by finding passages reminiscent of the lost love described in their poem: How does Danticat echo the feelings of loss in your assigned poem? Refer to specific passages as evidence.</p> <p>Close Reading: Ch. 22, pgs 174-175. Discussion: How does this passage develop the meaning of the title in this novel? What other passages can you recall develop the meaning of the title?</p>	<p>SS Think Questions for Ch’s 16 - 23 in Novel Study</p>
<p>During Reading</p> <p>Chapters 24 - 31</p> <p>(4 to 5 days)</p> <p>Paired Reading: “Love in a Headscarf” by Shelina Zahra Janmohamed</p>	<p>SWBAT identify author’s style in short text and compare to style in anchor text, focusing on a common theme in the two works.</p>	<p>Students are to complete “Close Read” activity series on SS, completing READ activity with guided annotating and viewing SS TV Video. Review student responses and come to conclusions regarding author’s audience, purpose, and message.</p> <p>Discussion: Draw connections between short text and anchor text focusing on how each author treats the theme of tradition through their word choice, use of figurative language, and other selected style elements.</p> <p><i>Optional Ongoing Reader’s Journal: What purpose does tradition serve? Does it foster love and community? Or does it impose rules and restrictions that limit one’s freedom? Compare and contrast the role of tradition in these two texts.</i></p>	<p>Complete WRITE prompt under “Close Read: “Love in a Headscarf” activities (may be completed as a Collaborative Conversation).</p>
<p>During Reading</p> <p>Chapters 32 - 36</p> <p>(4 to 5 days)</p>	<p>SWBAT close read passage to identify shift in tone and protagonist’s outlook, and compare to earlier passages.</p>	<p>Close Reading: Review Chapter 35, pgs. 294 - 295, paying close attention to how this passage indicates the beginning of a shift in how Giselle thinks about Isabelle. How does this passage</p>	<p>SS Quiz</p>

<p>Paired Texts: “Gift of the Magi” by O. Henry</p> <p>OR</p> <p>“Catch the Moon” by Judith Ortiz Cofer</p>	<p>SWBAT draw thematic connections between texts independently based on group discussion and findings.</p>	<p>also demonstrate a shift in tone? Conduct close reading of tone and compare to earlier passages.</p> <p>Divide students into two groups and assign one short text to each group. Students are to close read each text (may be completed via SS, Independent Read for “Gift of the Magi” and First Read for “Catch the Moon”). Annotate assigned story with focus on themes.</p>	<p>Collaborative Conversations: In each group, discuss the main theme of your group’s assigned story and connect to one of the themes studied in <i>Untwine</i>.</p>
<p>Post-reading (5 to 7 days)</p>	<p>SWBAT trace the development of a dynamic character throughout the text.</p> <p>OR</p> <p>SWBAT draft, develop, revise, and edit a comparative analysis essay.</p>	<p>If selecting <u>Character Transformation Project for Summative Assessment</u> Prep: Students will work with a partner or group to gather evidence in response to the project prompt. Next, students will brainstorm ideas for demonstrating the character’s transformation through a visual representation before beginning to develop the project.</p> <p>If selecting <u>Comparative Analysis Essay</u> and administering as a process essay: Students will begin by selecting the titles they will use for the comparative analysis and drafting an outline and thesis statement. Next, students will work on developing each body paragraph and a final conclusion. Students will complete Revise and Edit partner reviews.</p>	<p>Final Assessment: Character Transformation Project Presentations OR Comparative Analysis Essay Submission.</p>

New Jersey Student Learning Standards

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. 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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.UM.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.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Suggested Modifications for Special Education, ELL and Gifted Students

ELL (English Language Learners):

- Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

- Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.
- Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

- Advanced Texts and Topics: Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.
- Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.
- Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

Special Education Students:

- Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.
- Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.
- Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.
- Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.
-
- From Study Sync:
Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

Suggested Technological Innovations/Use

- Study Sync Platform
- Google Classroom/OnCourse Classroom
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/21st Century Connections

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit 6: Human Potential (Multi-genre)

Content Area: Language Arts
Course(s): English 9CP
Length: 4 to 6 weeks
Status: Unpublished

Summary of the Unit

This unit will examine the range of human potential with a focus on resilience in the face of extreme hardship. As students read the memoir *Night*, they will analyze the effects of indifference and examine man's inhumanity against man. Throughout the text, they will focus on the ways in which the author struggles to overcome his circumstances to survive and maintain his faith. Through *Kindred*, students will be exposed to a science fiction text that incorporates aspects of a slave narrative as the protagonist undergoes trials and tribulations traveling back to the antebellum South. Students will examine the system of slavery and compare/contrast it with more modern times as this text parallels two timelines. Students will evaluate man's capacity for perseverance when faced with the most extreme trials and tribulations. Students will apply various close reading skills learned throughout the year as they examine structure, figurative language, etc. Students will be able to work with primary source documents to enhance their understanding of the text and recognize the historical significance of the themes presented.

Enduring Understandings

- Tolerance can make a difference in the world.
- The only way to not repeat history is to study it and work towards fixing past mistakes.
- Genocide was not an isolated event during World War II, it is still happening today.
- Primary source documents are an essential tool in developing an understanding of historical fiction and nonfiction.
- Genre impacts our experience of historical events.
- Authors employ the dynamic character technique to convey real life experiences.

Essential Questions

- How can silence and indifference perpetuate violence?
- How should individuals, organizations, and nations confront bullying, hatred, civil rights violations, and/or policies of genocide?
- How do individuals respond to systematic brutality, persecution, and violence?
- What is the purpose of a memoir?
- How does personal testimony enhance our understanding of a historical event?
- How do author's employ genre to further serve their purpose?

Summative Assessment and/or Summative Criteria

Options:

Culminating Writing Task on SS for *Night* by Elie Wiesel

Socratic Seminar for *Night* or *Kindred* with the use of a discussion rubric

Kindred Group Project: While reading the book *Kindred* by Octavia Butler, students have been asked several times to think critically about what Butler's purpose is. In a Google Slides presentation, students will address the final questions: Why did she write this book? Why did she create the structure she did? What does Butler want her 21st century readers to think about? What "lens" is Butler using? Why is Butler writing a first-person slave narrative in the late 20th century? If she only wanted her readers to think about the atrocities of slavery, then there would be no need to have Dana travel back and forth through time. In his essay "The Novelist as Teacher," Nigerian writer Chinua Achebe wrote that a writer "must remain free to disagree with his (her) society and go into rebellion against it if need be. But I am choosing my cause very carefully"(42).

Step 1: Have students reflect on Achebe's quote and the role of the writer in society.

Step 2: Summative expository writing prompt: explain how the purpose of Butler's novel fits into Achebe's description of the writer's role.

Resources

- Unit resources labeled "(SS)" indicate texts included in StudySync.
- Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

Anchor Texts

Night by Elie Wiesel

Kindred by Octavia Butler

Nonfiction Texts

Excerpts from *Born a Crime: Stories from a South African Childhood* by Trevor Noah (pages 3-4, 18-19, 21-31, 49-50)

"Letters to a Young Poet" Rainer Maria Rilke (Argumentative)

"The Perils of Indifference" (Informational) SS

Fictional Texts for use throughout the unit:

"The Scarlet Ibis" James Hurst (SS)

"Through the Tunnel" Doris Lessing (SS)

"The Girl Who Can" Ama Ata Aidoo (SS)

Poetry:

"Ode to the Selfie" Megan Falley (SS)

"Lift Every Voice and Sing" James Weldon Johnson (SS)

"She's Free!" by Frances Ellen Watkins Harper (SS)

"The Gathering Place" by Amanda Gorman (SS)

"First They Came" by Pastor Martin Niemöller

<https://www.hmd.org.uk/resource/first-they-came-by-pastor-martin-niemoller/>

Websites or Videos:

<https://encyclopedia.ushmm.org/content/en/gallery/elie-wiesel-maps> ELIE WIESEL - ANIMATED MAP from the United States Holocaust Memorial Museum

"The Perils of Indifference" by Elie Wiesel (Nobel Peace Prize Acceptance speech- edited version)

<https://www.youtube.com/watch?v=E1SgplSeywQ>

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<p><u>Anchor Text Option 1:</u> Pre-reading of <i>Night</i> by Elie Wiesel</p> <p>Introductory Vocabulary</p> <p>(1 day)</p>	<p>SWBAT acquire domain specific vocabulary for application throughout the unit.</p>	<p><i>Optional use of reading guide on SS throughout the unit.</i></p> <p>Have students define key terminology necessary for comprehending the text. Words may include, but are not limited to: antisemitism, propaganda, liquidation, Aryan, Kabbalah, Appelplatz, gestapo, ghetto, kaddish, kommando, Kapo, SS, Muselman, etc.</p>	<p>Vocabulary assessment</p>
<p>Pre-Reading of <i>Night</i> by Elie Wiesel</p> <p>Background information on the Holocaust / Historical Context</p> <p>(2-3 days)</p>	<p>SWBAT research various aspects of the Holocaust in order to explain what the Holocaust was, how it originated and what the outcome was.</p> <p>SWBAT organize the timeline of events in proper order to gain an understanding of the timeline in which the Holocaust occurred.</p>	<p>Conduct a webquest in small groups using “The Holocaust: a Learning Site for Students” https://encyclopedia.ushm.org/content/en/project/the-holocaust-a-learning-site-for-students</p> <p>Historical Context: Students work together to create a timeline of events to demonstrate the progression of the atrocities and their increase in severity over time</p> <p><i>Optional: Historical Context can also be done in small rotating stations with each station being focused on a different topic associated with the historical context such as WWII, perpetrators, victims, etc.</i></p>	<p>KWL Chart</p> <p>Webquest Worksheet</p> <p>(Can be done in groups or as a gallery walk) Prompts may be given for students to organize.</p>

<p>During reading <i>Night</i> by Elie Wiesel</p> <p>Preface</p> <p>(1-2 days)</p>	<p>SWBAT determine the author's purpose for writing the memoir by analyzing the preface of <i>Night</i>.</p>	<p>Define dynamic character and discuss memoir as a genre.</p> <p>Read the preface of <i>Night</i>.</p>	<p>Reader's journal free write in response to the preface of <i>Night</i> exploring Elie's reasons for writing the memoir.</p> <p>Alternate assessment: small group discussions regarding Elie's reasons for writing the memoir. Students can compare evidence they gathered.</p>
<p>During Reading <i>Night</i> by Elie Wiesel</p> <p>Section 1</p> <p>(3-4 days)</p> <p>Paired reading "First They Came" by Pastor Martin Niemöller</p>	<p>SWBAT characterize Elie using textual evidence and examine the effect of first person pov.</p> <p>SWBAT organize key events in order to evaluate their impact on Elie's life and the developing conflicts during WWII.</p> <p>Compare the theme of "First They Came" with the theme presented in section 1 of <i>Night</i>.</p>	<p>Section 1</p> <p>Focus on Elie's religious values and the characterization of main characters.</p> <p>Trace the stripping of their humanity from the first edicts through the Hungarian invasion followed by their deportation.</p> <p>Have students independently read "First They Came" by Pastor Martin Niemöller and make connections to the delusions the Jews of Sighet lived with. Turn and talk to relate to their own lives.</p>	<p>Train activity - tracing the main events leading up to the liquidation of Sighet. Cattle car graphic organizer (order of events activity)</p> <p><i>Optional comparative writing on SS.</i></p>
<p>During Reading <i>Night</i> by Elie Wiesel</p> <p>Sections 2-3</p> <p>(2 days)</p>	<p>SWBAT map Elie's journey to trace key events and locations in correlation to the developing themes and conflicts.</p> <p>SWBAT analyze the use of figurative language and explain its effect on mood and tone</p>	<p>Sections 2-3</p> <p>Begin to map out Elie's journey on a blank map of Europe to trace key events and locations as the memoir progresses.</p> <p>Focus on Mrs. Schachter and elements of foreshadowing, and other literary devices used. Consider how these contribute to the text's meaning and effectiveness.</p>	<p>Figurative language analysis worksheet</p> <p>Map of journey</p>

<p>Paired Text “The Gathering Place” by Amanda Gorman</p>	<p>SWBAT reflect on how “The Gathering Place” connects to the unit’s essential question “How does culture influence your goals?”.</p>	<p><i>Writing Journal:</i> Re-read the section on the top of page 32 (34 in new copy) that starts... “Never shall I forget that night, the first night in camp, that turned my life into one long night.... ” After, do the following: A. Explain the context of passage B. Analyze the structure and style of passage C. What is the purpose of this passage?</p> <p>“The Gathering Place” by Amanda Gorman Students will read and annotate the poem and respond to the SS comprehension questions before engaging in a collaborative conversation.</p>	<p>Writing Assignment or class discussion</p> <p>Teacher assigned quizzes as needed.</p> <p>SS comprehension questions and/or collaborative conversation.</p>
<p>During Reading <i>Night</i> by Elie Wiesel Section 4 (2 - 4 days)</p>	<p>SWBAT draw connections between setting and its effect on the overall tone of a story.</p>	<p><i>Night</i> Section 4 Focus on the connection between setting and tone in the text and how Elie intertwines both.</p> <p>Students will work on creating vivid images of a setting via writing, drawing or other artistic medium. Attribute a tone to the setting created.</p>	<p>Artistic representation of tone assignment</p>
<p>During Reading <i>Night</i> by Elie Wiesel Section 5 & Paired reading:</p>	<p>SWBAT identify allusions and how they give greater meaning to the novel.</p>	<p><i>Night</i> Section 5 Define allusion and give examples for students. As students read, they should identify allusions</p>	<p>Allusion worksheet (teacher created)</p>

<p>“The Perils of Indifference” by Elie Wiesel (SS)</p> <p>(1 week)</p>	<p>SWBAT analyze the characteristics and structural elements in the argumentative text “The Perils of Indifference” such as compare and contrast and cause and effect text structures.</p>	<p>and consider their purpose and effect.</p> <p>As a class or in small groups students will read and annotate “The Perils of Indifference” by Elie Wiesel. Discussion (and possible writing prompt/ reflection journal) will follow: What is indifference? How is it dangerous? How can we learn from the past so we do not repeat its mistakes?</p>	
<p>During Reading Night by Elie Wiesel</p> <p>Sections 6-7</p> <p>(2 - 3 days)</p>	<p>SWBAT recognize major themes within the novel, and discuss the author’s purpose in writing the novel.</p> <p>SWBAT identify examples of vivid imagery and wording and explain how they enhance meaning.</p>	<p>During the reading of sections 6-7, focus on how these sections help develop key themes in the text. Have students keep track of imagery in their notebooks and then turn and talk about the images they selected and why.</p>	<p>Theme Chart (ICE format)</p>
<p>During Reading “The Scarlet Ibis” by James Hurst</p> <p>(3 - 4 days)</p>	<p>SWBAT 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>SWBAT analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT examine how diction and use of figurative language create mood in both <i>Night</i> and “The Scarlet Ibis”</p>	<p>Examine how each text propels the plot forward through their characters' decisions. How does each text use diction and figurative language to enhance its mood? In what ways do Doodle and the narrator represent some of the characters from <i>Night</i>? How do they each endure the hardships with which they are faced? How do they change in their attempts to overcome adversity?</p> <p>Compare the narrator and Doodle with Elie and those around him. Then engage in small group discussion considering the excerpt about the Rabbi and his son. In what way is that situation similar to the end of “The Scarlet Ibis”?</p>	<p>Story comparison chart in small groups and short presentation</p>

<p>During Reading <i>Night</i> by Elie Wiesel</p> <p>Sections 8-9</p> <p>(2 - 3 days)</p>	<p>SWBAT identify irony and its purpose in literature.</p> <p>SWBAT develop imagery in a fictional writing piece using a graphic organizer for assistance.</p>	<p>As the class reads Sections 8-9 focus on the use of irony and imagery to enhance meaning.</p>	<p>Irony identification / analysis activity with samples from <i>Night</i>.</p> <p>Developing imagery activity (5 senses chart)</p>
<p>Post Reading</p> <p><i>“She’s Free” by Frances Ellen Watkins Harper</i></p> <p>(1 day)</p> <p>Elie Wiesel Animated Map</p>	<p>SWBAT determine the theme and trace its development over the course of a poem.</p> <p>SWBAT draw connections between the theme of <i>Night</i> and “She’s Free”.</p> <p>SWBAT mimic writing style by writing a poem about <i>Night</i>.</p> <p>SWBAT visualize Elie’s journey throughout <i>Night</i>.</p>	<p>Students will silently read “She’s Free” by Frances Ellen Watkins Harper and determine the theme of the poem. Next, the teacher will read aloud the poem and students will turn and talk to discuss the poem in terms of theme. How does the theme in “She’s Free” relate to themes presented in <i>Night</i>?</p> <p>Students Rewrite “She’s Free” from Elie’s perspective as “He’s Free” using Watkins Harper’s style and structure.</p> <p>Use the following map to review https://encyclopedia.ushmm.org/content/en/gallery/elie-wiesel-maps Elie Wiesel: Animated Map from the United States Holocaust Memorial Museum</p>	<p>Poetry activity</p> <p>Poem rewrite</p>
<p>Post-reading</p> <p>(1-2 days)</p>	<p>SWBAT gain a deeper understanding of the text through questioning and discussion.</p>	<p>Socratic Seminar Review</p> <p>Use of a rubric is suggested</p>	<p>Socratic Seminar</p>
<p>Post-Reading</p> <p>(1 day)</p>	<p>SWBAT synthesize information from the text in order to correctly respond to questions posed on a test.</p>	<p>Culminating assessment</p>	<p>Final Test</p>
<p><u>Anchor Text Option 2:</u> <i>Kindred</i> by Octavia Butler</p> <p>Introduction/Pre-reading</p> <p>(3 days)</p>	<p>SWBAT research two different time periods to compare/contrast various aspects of each.</p>	<p>Pre-Reading Activity</p> <p>Have students do some research on 1815 and 1976 – the two historical settings of the novel. They can research important events, race relations,</p>	<p>Webquest research activity or stations</p>

		roles of women, standards of etiquette. Then they can share their findings with the class.	
Pre-reading Genre Review (1-2 days)	SWBAT examine various genres that <i>Kindred</i> may be considered with a focus on the Neo-Slave Narrative.	Genre review: Characteristics of a narrative Science Fiction Fantasy (“Grim Fantasy” – Butler) Historical Fiction Neo-Slave Narrative?	Teacher-created Characteristics of genre activity worksheet (matching the genre to the characteristics)
Pre-reading (1 day)	SWBAT contribute to small and whole group discussions based on anticipatory topics for <i>Kindred</i> .	Fishbowl Pre-reading discussion	Fishbowl discussion tracker worksheet (Sample can be found here: https://www.learningforjustice.org/sites/default/files/2017-07/6-12CI_Text-Based%20Fishbowl.pdf)
During Reading <i>Prologue</i> (1 day)	SWBAT analyze the structure of the text and the author’s choice for beginning in medias res to describe the effect on the audience.	Focus on the prologue - what it is, why it’s used, etc. Present students with the concept of En medias res (Latin for "into the middle of things.") What is the purpose of <i>this</i> prologue (be specific)? What effect does the use of <i>en medias res</i> have on the audience, as the story begins?	Peer discussion
During Reading Chapters: “The River” - “The Fire” (1 Week)	SWBAT explain what patrollers were and their role in antebellum South in order to examine their role in the novel. SWBAT explore subtext via 1st person narrative writing.	Reading “The River” through “The Fire” Explain subtext to students then read the text aloud as a class and then at each of the moments listed below put the book down and begin writing your subtext. Subtext #1: Dana "Before me was a wide tranquil river, and near the middle of that river was a child splashing, screaming..." (13). Try to capture what you think is going on in Dana's mind based on how Butler has characterized her	Quiz - The Prologue through the Fire

		<p>thus far. Subtext what she could be thinking and feeling that Butler has not given us?</p> <p>Subtext #2: Dana or Kevin "'Oh, no...' I shook my head slowly. 'All that couldn't have happened in just seconds.' He said nothing" (16). Now choose to write from <u>either</u> Dana or Kevin's perspective in this situation. What are the character's feelings? Thoughts? What does s/he believe happened? Does s/he believe the other person's story? Why or why not? Be sure your writing is grounded in what Butler has provided us with thus far in the narrative: context, plot, characterization.</p>	
<p>During Reading</p> <p>Chapter "The Fall"</p> <p>(1 week)</p>	<p>SWBAT analyze characters, setting and developing conflicts within the text. Trace themes and motifs throughout the text in small groups while locating textual evidence to support their claims.</p>	<p>Reading "The Fall"</p> <p>Have the class create a web on the board of the 10 most important events in "The Fall," then number them in order of importance to the plot's development, 1 being the most important. What is the theme of "The Fall"? Which events make Dana's reality more "real" for the reader?</p> <p><i>Optional writing topics:</i> Find a quote. It can be a statement that you have already thought a bit about or something new, but you need to choose a quote that you feel speaks to this section of the book and its purpose. Perhaps it takes up an interesting issue or dilemma that has followed a character throughout the book thus</p>	<p>In class discussion, exit tickets</p> <p><i>Optional journal writing</i></p>

	<p>SWBAT analyze how Butler utilizes irony, paradox, and foreshadowing to move the reader beyond the plausibility of time travel and further into the purpose of the novel.</p>	<p>far, be sure to use supporting evidence.</p> <p><i>Answer a question...</i>There are pressing ethical questions that are raised in <i>Kindred</i>; choose one that has not yet been answered. Fully analyze and explore a question that has been on your mind about the book. Be sure to support your analysis and exploration with evidence from the book.</p> <p><i>Take up an issue...</i>This book is overflowing with issues that overwhelmingly affect the reader historically, culturally, and socially. Discuss an issue that interests you as it relates to this section of the book, again support your analysis and exploration with evidence from the book.</p> <p><i>Group work topics:</i> The book calls Kevin and Dana "kindred" spirits (57); how is the way they see the world similar? How does this connect to the title of the work?</p> <p>How is the following quote ironic and why is it significant to the plot's development? "<i>People don't learn everything about the times that came before them, 'I said. 'Why should they?'"</i>(63).</p> <p>Foreshadowing is used extensively in these sections; how will "The</p>	<p>Group work presentations (use of rubric)</p>
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		<p>Fall" end? What are the clues (you may paraphrase, but include page numbers)? Continue to analyze the narrative structure; what is the effect of the structure on the characters, and thus the readers.</p> <p>How does Sarah's situation represent one of the many paradoxes that exist in slavery? (76)</p> <p>How is the following quote ironic, as well as an example of the key difference between Kevin and Dana in 1819? <i>"I hate to think of you playing the part of a slave at all"</i> (79).</p>	
<p>During Reading</p> <p>Chapter: "The Fight" Sections 1-10</p> <p>(5-7 days)</p>	<p>SWBAT research the historical context of <i>Kindred</i> in order to gain an understanding of the setting and conflicts the protagonist faces.</p> <p>SWBAT make text to world connections while researching the allusions within the text.</p>	<p>"The Fight" sections 1-10 Reread Dana and Kevin's discussion about getting married in the 1970s. Which racial issues are raised by the conversation?</p> <p>How do we see the legacy of slavery in American culture more than 100 years after the Civil War? And now—150 years after the Civil War?</p>	<p>Research assignment for allusions - (primary documents and explain what the artifact in the text symbolizes)</p>
<p>During Reading</p> <p>Excerpts from <i>Born a Crime</i> by Trevor Noah</p> <p>Immorality Act of 1927</p> <p>(3 - 4 days)</p>	<p>SWBAT to read and paraphrase historical nonfiction primary source documents to draw connections to <i>Kindred</i> and <i>Born a Crime</i>.</p> <p>SWBAT examine the effects of Apartheid and analyze the similarities and differences between those events and those presented in <i>Kindred</i>.</p>	<p>Excerpts from <i>Born a Crime Stories from a South African Childhood</i> by Trevor Noah (pages 3-4, 18-19, 21-31, 49-50)</p> <p>Review primary source document: Immorality Act of 1927 and relate to the United States' Anti-Miscegenation Laws.</p>	<p>Collaborative Conversations, student annotations, comprehension worksheet.</p>

		<p>Students will read about Apartheid and its effect on Noah’s upbringing in South Africa. As students read the excerpts, they will analyze Trevor’s writing style and content and compare it to that of Butler’s. In which ways are each of their approaches effective? Discuss the timelines between the 1800s, the 1970s and the 1980s/90s in respect to race relations and tolerance. In what way do they compare/contrast? Despite being in two different countries, what similarities do you note between racism in the United States and racism under Apartheid in South Africa?</p>	
<p>During Reading Chapter “The Fight” sections 11-16 (4 - 5 days)</p>	<p>SWBAT analyze the way the author structures the text in terms of past, present and the use of flashbacks.</p> <p>SWBAT identify and discuss examples of modern-day racism in the 1700s.</p> <p>SWBAT develop a well organized response demonstrating their analysis with the incorporation of textual evidence.</p>	<p>Finish reading “The Fight” 11-16</p> <p>Prewriting journal or small group discussion:</p> <ol style="list-style-type: none"> 1. Think about similar experiences these women have had. 2. Think about what freedom means to both of them, but keep in mind that their knowledge of freedom is very different. 3. Think about the similarities and differences in their relationships with other characters in the novel. 	<p>Journaling</p>

		<p>Essay comparing the characters Dana and Alice, focusing on “The Fight” chapter. Students will create an original thesis statement, in which they make a claim about why Octavia Butler has made these two characters so similar, but still very different. They must be able to argue this claim and support their argument using evidence from the section. Strive for embedded quotations using MLA parenthetical citation.</p>	<p>In class comparison essay</p>
<p>During Reading</p> <p>Chapter “The Storm”</p> <p>(3 days)</p>	<p>SWBAT analyze how Butler structures her novel to enhance the tension and plight of the slaves.</p> <p>SWBAT examine and explain how Butler structures her portrayal of violence against slaves and determine its effectiveness.</p>	<p>Reading “The Storm”</p> <p>Activity: Enlarging the Lens</p> <p>Step 1: For this assignment, each student selects 3 short passages from “The Storm”. Students will then summarize what happens in the section, include key events, actions and details.</p> <p>Step 2: Reader’s journal topic on reactions, connotations, symbol and/or author’s purpose.</p>	<p>Reading Quiz and journaling</p>
<p>During Reading</p> <p>“She’s Free!”</p> <p>by Frances Ellen Watkins Harper</p> <p>(1 - 2 days)</p>	<p>SWBAT determine the theme and trace its development over the course of a poem.</p> <p>SWBAT draw connections between the theme of <i>Kindred</i> and “She’s Free”.</p> <p>SWBAT apply author’s writing style to a rewrite of a poem.</p>	<p>Poetry Analysis and Connections to <i>Kindred</i></p> <p>Students will silently read “She’s Free” by Frances Ellen Watkins Harper and determine the theme of the poem. How does the theme in “She’s Free” relate to themes presented in <i>Kindred</i>?</p> <p>Rewrite “She’s Free” from Dana’s perspective using Watkins Harper’s style and structure.</p>	<p>Poetry activity: Turn and talk</p> <p>Rubric for rewrite of “She’s Free”</p>
<p>During Reading</p> <p>Chapter “The Rope”</p>	<p>SWBAT examine Butler’s purpose.</p>	<p>How is the following quote part of Butler’s purpose?: “I’m not a horse or a sack</p>	<p>Whole class discussion and/or small group activity</p>

(2 days)		<p>of wheat . . . 'If your black ancestors had felt that way, you wouldn't be here'"(246).</p> <p>Why do you think Rufus' grip on Dana's arm is replaced by the wall in her living room as she travels back home? What does it represent?</p>	
<p>During Reading & Post-reading</p> <p>Chapter "Epilogue"</p> <p>(2 days)</p>	<p>SWBAT participate in small and large group discussions regarding character transformation and the effects of genre on meaning.</p>	<p>Discussion questions: Do you think Rufus changed at all, in terms of his behavior and his values, throughout the process of Dana's time travels? Alternately, how much did Rufus and life on the plantation change Dana?</p> <p>How have the author's style of writing/use of science fiction and the ideas presented in the novel changed the way you view slavery?</p>	<p>Collaborative Conversations</p> <p>Culminating assessments (see above)</p>

New Jersey Student Learning Standards

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. 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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.UM.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.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Suggested Modifications for Special Education, ELL and Gifted Students

ELL (English Language Learners):

- **Language Support:** Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.
- **Reading Assistance:** Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.
- **Scaffolded Instruction:** Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

Gifted Students:

- **Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.
 - **Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.
 - **Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.
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Special Education Students:

- Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.
- Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.
- Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.
- Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

From Study Sync:

- Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

Suggested Technological Innovations/Use

- Student Chromebooks
- StudySync Platform
- Google Classroom/OnCourse Classroom
- Use of Google Translate as needed
- Skill Reinforcement: Kahoot, Blooket, etc.
- Research Databases (Ebsco, Facts of File, Fact Cite etc.)
- Peer-editing tools

Cross Curricular/21st Century Connections

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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