



Marietta City Schools
2024-2025 District Unit Planner

American Literature

Unit title	<i>The Call for a Nation: Belief and Revolution through Argument Colonialism and Revolution</i>	Unit duration	<i>8-9 weeks</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards:

Reading Informational Text

RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses.)

RI9: Analyze foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance

Argumentative Writing:

W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Supporting Standards:

Literary: RL1, RL2, RL5

Informational: RI1, RI4, RI6

Writing: W1c, d; W4, W5, W6, W9

Language: L1, L2a, L4, L4a, L6

Speaking and Listening: SL1

Learning Targets:

Students will be able to integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

Students will be able to analyze foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features

Students will be able to delineate and evaluate the reasoning in seminal U.S. texts, and the premises, purposes, and arguments in works of public advocacy

Student will be able to write arguments to support claims in an analysis using valid reasoning and sufficient, appropriate evidence

Learning Progression:

Student will be able to analyze arguments for claims, themes, purpose, and rhetorical features

Student will be able to draw evidence from literary text to support analysis

Students will be able to integrate and evaluate similar themes in different texts and literary formats

Student will be able to use technology, including the internet, to produce shared written products

Essential Questions

1. How do we identify common subjects, topics, or themes from multiple sources in order to question, analyze, and address a problem?
2. How can we read seminal texts and works of public advocacy in order to identify arguments and claims, fallacies, reasoning, and author's purpose?
3. How can we critically read documents of historical and literary significance to identify similarities and differences in concepts or themes?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment(s):

1. Students will write a thesis statement to analyze the rhetorical transaction in literary and non-literary texts (2).
2. Grammar assessment - hyphenation (no red ink)
3. Students will identify different types of logical fallacies in a multiple choice assessment.
4. **(Honors)** Students will write an extended constructed response to argue whether Common Sense effectively reached the targeted audience to deliver the intended message.

Priority GSE Standards Addressed: RI6, RI8, W1a

Supporting GSE Standards Addressed: RL1, RL2, RL5, L1,L2,L4

Summative Assessment(s):

1. Analyze the effect of an author’s argument in the anchor text and primary source documents in order to determine thematic ideas and ideals reflected in the text, and to construct an “American Philosophy” of that time. Write a developed constructed response (answers with multiple pieces of evidence) to explain and justify the constructed American Philosophy. Students will justify their answer to the prompt with evidence from:
 - Anchor text
 - A primary source document

Honors Extension: Students will write an **extended constructed response** and utilize rhetorical devices within their written arguments. Students must also utilize literary texts covered within the unit (see text resources)

2. Multiple choice assessment covering comprehension and analysis of texts covered during the Unit.

Honors Extension: will include additional texts for assessment. Please see text resources.

Summative Performance Task: *“Mission Impossible 11(th): What would you save?”* Evaluating primary source documents efficacy.

3. On-Level: Fishbowl (teams based on chosen document) to argue saving the most effective document to rebuild a society.

Honors Extension: Socratic Seminar (individual students)

Priority GSE Standards Addressed: W1, RI1, RI7, RI8

Learning Experiences

Add additional rows as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Knowledge; Remembering; Understanding DOK 1 (BBK)	<ol style="list-style-type: none"> 1. Teachers will facilitate a student focused recall of the argumentative structure (i.e. thesis, claim, counterclaim, evidence) 2. Teachers will facilitate discussion of historical context by providing transfer opportunities from US History (i.e. Colonial, Puritan, Revolutionary) in order to connect prior knowledge to context for literary texts of unit. 3. Teachers will provide mini lessons on rhetorical triangle and rhetorical transaction. 4. Students will link rhetorical triangle/transaction to previous rhetorical devices. 5. Students will read various text types (poetry, speeches) to demonstrate comprehension of text and purpose for writing (kairos) of the speaker. 6. Students will identify rhetorical devices in excerpts of texts. 7. Students will justify answers with textual evidence that matches notes on rhetorical transaction. 	<p>All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.</p> <p>Direct Instruction Concept Mapping Cooperative Learning Preview Vocabulary</p>
Application DOK 2	<ol style="list-style-type: none"> 1. Students will recall rhetorical transaction and process using appropriate academic vocabulary (logos, pathos, ethos, Kairos) 2. Students will use previous work to analyze the identified rhetorical devices as connections between the speaker (ethos) and the audience (pathos) to evaluate the effectiveness of the message (logos). 3. Students will construct a thesis statement that shows connection between all parts of the rhetorical transaction. 	<p>Close Reading/AVID Strategies Gradual Release Jigsaw of longer texts Adapted texts by level Curated excerpts of primary documents Visual Anchor Charts for Annotations and Chunking text</p>
Analyze/Evaluate DOK 3 & Analyze/Evaluate DOK 4	<ol style="list-style-type: none"> 1. Teachers will provide mini-lesson on reading historical documents/complex text. 2. Teachers will facilitate student analysis of readings of various excerpts of foundational documents to identify rhetorical choices and efficacy (transfer from US History – “God, Gold, Glory”) to aid in student’s constructing an American Philosophy. 3. Students will evaluate the efficacy of authors’ arguments in primary source foundational documents. 4. Students will construct a thesis statement that shows connection between all parts of the rhetorical transaction of 	<p>Students will be given one of two speeches that will be leveled for middle lower middle to remedial level readers for annotations. The differentiation comes in content, not product as the</p>

	<p>foundational documents.</p> <p>5. Teacher will provide gradual release analysis of arguments in Common Sense by Thomas Paine with Graphic Organizer for Annotation.</p> <p>6. Students will analyze both the Declaration of Independence and the Preamble of the Constitution to find evidence that supports their evaluation of the efficacy of Paine’s initial argument. (Honors)</p> <p>7. Students will write an extended constructed response to argue whether Common Sense effectively reached the targeted audience to deliver the intended message. (Honors)</p> <p>8. Teacher will facilitate the discussion of an “American Philosophy” based on identified core beliefs and rhetorical transaction from primary source/foundational documents.</p> <p>9. Summative Performance Task: What would you save? Evaluating primary source documents efficacy.</p> <p>On-Level: Fishbowl (teams based on chosen document) to argue saving the most effective document to rebuild a society.</p> <p>Honors: Socratic Seminar (individual students)</p>	<p>assignment will be the same for each student to promote rigor with material that is challenging, not frustrating.</p> <p>Read-aloud/think-aloud teacher modeling</p> <p>Chunking text</p> <p>Strategic Questioning</p> <p>Collaborative Conversations</p> <p>Model/Exemplars</p>
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Content Resources

<p>On Level Resources</p> <p>Anchor Text (s)</p> <p><i>Common Sense</i> – Thomas Paine</p> <p><i>Declaration of Independence</i></p> <p><i>Preamble, Constitution of the United States of America (text and support)</i></p> <p>Supplemental/Ancillary Text (s)</p> <p>“Sinners in the Hands of an Angry God” (excerpt), Jonathan Edwards</p> <p>“On Being Brought from Africa to America”, Phyllis Wheatley</p> <p>“Upon a Fit of Sickness”, Anne Bradstreet</p>
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“Verses Upon the Burning of Our House”, Anne Bradstreet

“City Upon a Hill”, John Winthrop

“Give Me Liberty, or Give Me Death”, Patrick Henry (Speech)

Media Text (s)

Hamilton - “Cabinet Battles” - On-Level

Honors Resources (in addition to On-Level Resources)

“City Upon a Hill”, John Winthrop

Free Thoughts on the Proceedings of the Continental Congress, Samuel Seabury

Federalist Paper 51, James Madison

Federalist Paper 10, James Madison

Media Text

*Hamilton – “Farmer Refuted” - Honors
Pop Sonnets*

MCS American Literature Unit 2 Planner. August 2024

Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.