

Research	UEQ: How can varying text structures and text features in writings about the same event, period, or person influence a reader's interpretation of the topic?
Approximate Timeline:	Identified Resources: <i>Extremely Loud and Incredibly Close</i> by Jonathan Safran Foer George W. Bush's September 20 th Address to Congress

Unit Focus Standards and Content

Common Core Standards	PA Focus Standards	Keystone Eligible Content	Student Task
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.9-10.5)	C.C.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another. L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.	Read a short textbook account, a portion of a trade book, and/or speeches or songs from the era of the major historical event portrayed in your novel. For each text, take notes on the facts being learned by the reader about the historical event as well as how that particular text structure affected or added to your overall interpretation about the historical event.
	C.C.1.2.9-10.E	L.N.2.4.1 Identify, analyze,	

	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	and evaluate the structure and format of complex informational texts. L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.	
RI.9-10.1 Cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	C.C.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on author's explicit assumptions and beliefs about a subject.	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: items may target specific paragraphs. L.F.2.1.2 Cite evidence from a text to support generalizations.	Identify two connecting statements about the researched historical event. Each statement must be supported by pieces of evidence from all source types consulted (i.e. from textbook account, trade book, speech, etc.). Have the students record the statements and recorded evidence in chart form, being sure to record appropriate citations for each piece of evidence.
	C.C.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:	Discussion: How is the point of view expressed in this work different from the point of view in other works of nonfiction?

		• the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole	
	C.C.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.	L.N.1.1.4 Explain how an author's use of keywords or phrases in text informs and influences the reader L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style	Written Response:
	C.C.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), determining which	L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.N.2.2.2 Compare and	Final Question on worksheets

	details are emphasized in each account.	evaluate the characteristics that distinguish fiction from literary nonfiction. L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	
	C.C.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	L.N.2.5.1 Differentiate between fact and opinion. L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text. L.N.2.5.3 Distinguish essential from nonessential information. L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.	Bush's Speech: How does George W. Bush use propaganda in his September 20 th speech? What is his purpose?
	C.C.1.4.9-10.V Conduct short as well as more	N/A	Record and produce a PhotoStory about your researched historical event, using the

	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.		developed script and identified photographs. Present the stories to the class
	C.C.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing projects, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	N/A	
	C.C.1.4.9-10.V 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.	N/A	
	C.C.1.4.9-10.W 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	N/A	

	flow of ideas, avoiding plagiarism and following a standard format for citation.		
	C.C.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	N/A	
	C.C.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually quantitatively, orally) evaluating the credibility and accuracy of each source.	N/A	