

GRADE 11, UNIT #1

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UNIT TITLE/FOCUS: Summer Assignment/Values

UNIT LENGTH: 1 Quarter

STEP 1: DESIRED RESULTS

Essential Questions:

- How do authors convey meaning through their writing?
- How do these tools influence our interpretation of their work?
- How do values evolve?

Guiding Questions: (content, process, metacognitive)

Content:

- How do various devices used by authors convey meaning?
- What are values and who determines them?
- How are values set?
- Are individual values similar or different to cultural or societal values?
- How or why are values changed?
- How do values influence our actions?
- How do our laws reflect our values?
- How do you know when characters in literature are guided by values?
- How are famous people in history guided by their values?
- To what extent, if any, do famous historical leaders or figures determine or set ethical values?
- To what extent, if any, do authors convey or comment on values?

Process:

- How can we incorporate our values and beliefs into effective writing?
- What are the ingredients of a convincing argument? W1
- What is an editorial? W1
- How are claims effectively supported? W1
- How is an argumentative essay effectively developed and organized? W1a
- What criteria should guide relevant discussions and peer reviews? SL1
- How can we cite textual evidence to support an analytical argument? RIT1
- How do readers and writers use inferences? RL1, RL2
- What organizational and developmental structures can be used for an argumentative editorial? RL5, RIT5
- What processes can be used to check for correct use of English grammar conventions, usage, capitalization, punctuation and spelling? L1, L2

Metacognitive:

- What do I value?
- How are my values similar or different from my culture, peers, family and society?

- How do my values impact or dictate my actions and reactions?
- How well do I convince others of my argument using valid evidence?

Standards:

SL 11-12.1

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

RI 11-12.1,2,5,7

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
5. 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.
7. 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.

RL 11-12.1,2,5,7

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

W 11-12.1, 4-6, 8

1. 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.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STEP 2: ASSESSMENT EVIDENCE

Authentic Performance Task(s):

Students will collaboratively create a presentation demonstrating analysis of a selected literary device reviewed in summer assignment (tone, author's intention, conflict, and characterization).

Students will write a textual analysis response for diagnostic purposes.

Students will construct an editorial on the subject of values in which they incorporate persuasive and argumentative writing techniques.

Students will...

1. Submit final revisions of summer assignments to teacher.
2. Complete student interest survey to determine grouping for interest in one of the following elements: tone, author's interest, conflict, and characterization.
3. Meet in interest groups and collaborate on a graphic representation of chosen element (see chart photo example).
4. Present group work to whole class and collected by teacher to be used in classroom as evidence of collaborative work (see chart reference)
5. Participate in a whole-class discussion about values and how they are presented in literature for writing a textual analysis diagnostic essay (diagnostic) SL.1
6. Closely read text(s) that present arguments and editorials on values or ethics. (teacher-provided see sample editorial) RI.1
7. Analyze the texts for meaning and authors' point of view. RL.2, RI.2
8. Students will collaboratively evaluate the effectiveness of the author's arguments. (formative) RL.5, RIT.5, SL.1
9. Collaboratively analyze the structure and organization of these models. SL.1, RIT.5
10. In small groups or pairs, students will select a topic dealing with values (from a teacher-provided menu), and submit to teacher for approval.
11. As a whole class, generate a checklist for evaluating a source's credibility (see model).
12. Research selected topic and, using student-generated checklist, find 4-5 articles from reliable sources presenting viewpoints of the topic. (formative) RL.7, RIT.7, SL.1, W.8
13. Collaboratively analyze, summarize, and evaluate and determine the central ideas of each text. RL.1, RIT.1, RL.2, RIT.2, SL.1
14. Determine your own point of view on the topic and write this in a statement [thesis]. (formative) W.1
15. Organize reasons supporting opinion as well as those of opposing view; teacher may choose to have this organized into outline format (formative).
16. Write the first draft of an editorial in which the pros are clearly stated and explained and the cons are clearly refuted. (Follow format or rubrics provided) W.1, W.4,
17. Peer editing / review of draft using rubric (formative) W.5
18. Revise and edit draft. (formative) W.5
19. Publish finished editorial on class website (or similar blog site) and/ or hand in final draft, which may be posted to blog site or submitted to school or local newspaper. (summative) W.6
20. *Optional: Students will respond to each others' editorials in the form of "letters to the editor."

Alignment to NYS Common Core Standards: (assessed)

Other Assessments (Diagnostic, Formative, Summative):

1. Summer assignment reading journals.
2. Close textual reading and analysis.
3. Vocabulary activities and assessments.
4. Text assessments (formative and summative)

STEP 3: TEACHING AND LEARNING PLAN

Teaching Activities:

1. Define and discuss key literary elements as they relate to author meaning.
2. Generate visual representations to strengthen meaningful connections.
3. Present findings and respond to peer inquiry.
4. How to detect an author's point of view/central idea
 - a. Analysis of authors' tone, subtext and language style.
5. Finding and evaluating credible sources
6. Analysis of credible sources that students research.
7. Analysis of political editorial cartoons focuses on values.
8. Analysis of arguments, viewpoints and values from other media sources.
9. Compare and contrast editorials in video form to that of written.
10. Formulating a thesis statement
11. Creating an outline of supporting arguments and textual evidence that will support these arguments
12. Revision process

Resources and Technologies Needed:

Grade 11 Summer Assignment Guided Lesson

Chart Photo Model

Student Interest Survey

Sample Editorials:

http://www.learner.org/workshops/middlewriting/p4_jb_samples.html

Evaluating Sources Document

Credible Source Checklist

Literature and informational text. Suggested texts:

The Great Gatsby

A Streetcar Named Desire

Death of a Salesman

A View From the Bridge

To Kill a Mockingbird

Fences

One Flew Over the Cuckoo's Nest

The Bluest Eye

Brighton Beach Memoirs

Fences

Macbeth

Our Town

The Crucible

Black Boy

Native Son

The Catcher in the Rye

Short Stories:

Nine Stories, Salinger

Short Stories of Edgar Allan Poe

Steinbeck's "Flight"

Jack London's "To Build a Fire" & "A Piece of Steak"

Richard Connell's "The Most Dangerous Game"

Kate Chopin's "The Story of an Hour"

Willa Cather's "Rome Person"

Informational Text:

The Gettysburg Address

The Constitution

The Declaration of Independence

I Have a Dream Speech, M.L. King

Chief Joseph (of the Nez Perce) I Will Fight No More Forever

Thoreau, "Walden"

Amy Tan, "Mother Tongue"

Poets of Social Conscience:

Edgar Lee Masters- "Lucinda Matlock & Jonathan Houghton"

Edwin Arlington Robinson- "Richard Corey"

Paul Lawrence Dunbar- "We Wear the Mask"

Vachel Lindsay- "The Leaden-Eyed"

Robinson Jeffers- "Shine, Perishing Republic"

Sojourner Truth- "Ain't I a Woman"

Maya Angelou- "Still I Rise"