

**FRANCIS LEWIS HIGH SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
GRADE 11, Unit 4**

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UNIT TITLE/FOCUS: Rebellion

UNIT LENGTH: One quarter

STEP 1: DESIRED RESULTS

Essential Questions:

- In what ways, if any, is rebellion necessary?
- How can rebellion contribute to progress?

Guiding Questions: (content, process, metacognitive)

Content:

- How do we establish societal norms?
- What makes a rebel? How do you define rebellion?
- What are the factors that contribute to rebellion?
- In what ways do people rebel?
- Why do teenagers tend to rebel?
- How is the rebel judged/viewed by others?
- How does propaganda contribute to rebellion?
- How far are people willing to stray from conformity?
- How can rebellion be beneficial? ...detrimental?

Process:

- What types of evidence can an author present?
- What rhetorical devices can an author use to present evidence?
- What techniques are employed in drafting a speech?
- How can you use evidence to persuade an audience?
- How can you effectively present an argument?
- How can you identify strengths and weaknesses of arguments?
- How can digital media be used to enhance our presentations?

Metacognitive:

- What are the strengths/weaknesses of my draft?
- How do my feelings/opinions impact my writing?
- Have I used a variety of techniques to convey my message?
- Have I considered the counterarguments to my position?
- How did my work impact my audience?
- What have I learned from the work of others?

New York State Common Core Learning Standards:

Reading Informational Texts 11-12

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.

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing 11-12

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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 on page 68.)
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.
7. 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.
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.
10. 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.

Speaking and Listening 11-12

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.
 - b. Work with peers to promote civil, democratic discussions and decision-making,

- set clear goals and deadlines, and establish individual roles as needed.
- 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.
 - e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 68 for specific expectations.)

Language 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STEP 2: ASSESSMENT EVIDENCE

Authentic Performance Task(s):

Students will select a topic related to rebellion and compile a photo essay in which they promote awareness and understanding of their subject. As a summation, they will present their findings to the class (via PowerPoint, Prezi, iMovie, documentary voiceover, etc...) and submit a 4-5 paragraph research essay.

Students will...

- a. Participate in whole-class discussion about current societal norms as they relate to rebels and/or rebellion. **SL 11-12.1b, e**
- b. As a whole class, view samples of photo essays and documentaries.
- c. Write a short response identifying and explaining the central idea or message of the piece. (formative) **W11-12.2, 8; RI 11-12.2**
- d. Examine various types of photos essential to conveying meaning in order to enhance understanding of the research process. These may include but are not limited to: **W.11-12.7**
 1. Lead Photos
 2. The Scene
 3. Portraits
 4. Detail Photos
 5. Signature Photos
 6. Clincher Photos
- e. Conference with teacher to approve topics and range of focus: Submit materials to teacher (formative) **SL 11-12.1b, d, 3**
- f. Investigate and research their topics independently. Locate photos that clearly promote understanding and awareness of the theme you are analyzing. **W.11-12.7**
- g. The essay should be structured in a way that easily recounts the background and progression of the rebellion to the viewer. Each individual photo contributes to the overall story, theme, and emotions of the essay.
- h. The photo essay should:
 1. Contain a range of photos;
 2. Present photos in a logical sequence;
 3. Include informational captions describing what is happening in the photo as well as why that particular photo is included;
 4. Identify the source from which the photo was obtained (properly cited) **W.11-12.8**
- i. Participate in a whole-class discussion about the qualities of a successful oral presentation; create a class-developed rubric for presentation assessment (formative) **SL 11-12.3, L 11-12.3,6**
- j. Once research and photo collections are complete, students should compile their projects using any number of digital formats (including, but not limited to, PowerPoint, Prezi, iMovie, Windows Movie Maker, or Documentary Voiceover). **W.11-12.4, 5, 6**
- k. Students will present their final products to the class. The audience will individually write a one-paragraph response to each photo essay in which they respond to the central message, what they learned, and how effective the photos were in conveying that lesson. (formative) **SL 11-12.1b, d, e, 4, 5, 6; RI 11-12.5, 6; L 11-12.1,2**
- l. Students will conclude their research by writing a 4-5 paragraph informative essay. The essay should be in MLA format and should cite a minimum of 2-3 sources. The essay should focus on what led to the rebellion, what actually occurred during the rebellion, the aftermath of the rebellion, and should conclude with possible suggestions for improvement of the issue. Submit final drafts to teacher (summative) **W 11-12.5, 8, 10**

Other Assessments (diagnostic, formative, or summative):

Teacher's choice

STEP 3: TEACHING AND LEARNING PLAN**Teaching and Learning Activities:**

Students will...

1. Discuss current societal norms
2. View, read, and respond to speeches
3. Cite evidence from literary and informative texts
4. Investigate and research information relevant to societal norms
5. Keep a list of vocabulary words
6. Summarize key ideas from research material
7. Draft an expository speech using key ideas from research material
8. Revise draft
9. Participate in a class discussion to create oral presentation rubric
10. Present speech in class and conduct a question and answer portion with peers
11. Self-assess and peer-assess presentations

Resources and Technologies Needed:

- United Nations – www.un.org/en
- PBS – www.pbs.org
- Facing History and Ourselves – www.facing.org
- National Alliance n Mental Illness – www.nami.org
- The Project to End Human Trafficking – www.endhumantrafficking.org
- Children's Defense Fund – www.childrensdefense.org/index-1.html
- "One in 8 Million" - <http://www.nytimes.com/packages/html/nyregion/1-in-8-million/index.html>

Suggested Texts:

The Adventures of Huckleberry Finn by Mark Twain

Looking for Alaska by John Green

To Kill a Mockingbird by Harper Lee

Fences by August Wilson

The Great Gatsby by F. Scott Fitzgerald

The Catcher in the Rye by J.D. Salinger

Invisible Man by Ralph Ellison

Native Son by Richard Wright

Macbeth by William Shakespeare

The Scarlet Letter by Nathaniel Hawthorne

A Streetcar Named Desire by Tennessee Williams

Their Eyes Were Watching God by Zora Neale Hurston

A View from the Bridge by Arthur Miller

Brighton Beach Memoirs by Neil Simon

Teacher options:

- Have students create visual art conducive to campaign (posters, buttons, flags, and other assorted ephemera)
 - Glogster.com can serve as a digital resource to create the visual component
- Use diagnostic assessments such as Likert scales or anticipation guides
- Use exemplary speeches from fiction and/or history