

UNIT #2: Relationships

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UNIT FOCUS: (family, friendship, roles, struggle, romantic, politics)

UNIT LENGTH: 8-10 Weeks

Essential Question: How do we impact the “world” in which we live?

Guiding Questions: (content, process, metacognitive)

- How can we identify the qualities of persuasive writing?
- What are ethos, pathos, and logos?
- How do our relationships shape community?
- How do current events affect our lives?
- Is it possible to create change within our community?
- How can we organize a persuasive essay?
- How can we incorporate ethos, pathos, and logos into our persuasive essays?
- Why are relationships difficult for teenagers?
- How can building relationships help us impact the world?

ASSESSMENT EVIDENCE

Authentic Performance Task(s):

Students will create a persuasive essay that centers on themes tied to the focus of the unit (family, friendship, roles, struggle, romance, politics).

- Discussions/writing related to essential/guiding questions
- Student discussions and/or writing assignments related to performance task
- Draft of persuasive essay submitted for feedback
- Peer editing/Self-editing checklist
- Portfolio reflection
- Submit final draft of argument essay
- Quizzes/Tests at teacher’s discretion.

Students will...

- Read and discuss informational and/or literary texts which reflect unit/curricular themes
- Read works of fiction and/or nonfiction and work in small groups/pairs to analyze roles within the community and society as a whole.
- Students draft, revise and edit based on feedback
- Submit final draft to teacher.
- Publish final version of persuasive essay to student portfolio.

Teaching and Learning Activities:

Teacher will...

- Engage students in reflective discussions/ seminars about unit themes.
- Provide guidelines for writing persuasive essay.
- Model peer-assessment of persuasive essay.
- Provide ongoing feedback during group work.

Suggested Texts:***Fiction:***

The Crucible –Arthur Miller

Fahrenheit 451 –Ray Bradbury

Girl with a Pearl Earring –Tracey Chevalier

The Good Earth-Pearl S. Buck

Hiroshima

The Learning Tree -

Gordon Parks

Nectar in a Sieve

Oliver Twist

A Raisin in the Sun -

Lorraine Hansberry

Taming of the Shrew -

William Shakespeare

The Secret Life of Bees -

Sue Monk Kidd

Annie John – Jamaica

Kincaid

Flowers for Algernon

Black Boy - *Richard Wright*

All Quiet on the Western Front

Farewell to Manzanar - *Jeanne*

Wakatsuki

“The Sniper” (short story)

A Mother in Mannville – Marjorie Kinnan Rawlings

Desiree’s Baby – Kate Chopin

Black Man and White Woman in Dark Green Rowboat – Russell Banks

Non-Fiction:

Newspapers and magazines

Discovery of a Father – Sherwood Anderson

Excerpts from *Angela’s Ashes* – Frank McCourt

Grandmother and the Workmen – Anthony Quinn

Beds – Shirley Jackson

Robert J. Casey Finds Heroism in a Man Nobody Noticed – Robert J. Casey
A Christmas Memory – Truman Capote
Jackie Robinson Said, “Pray for the Whole Team, Ma.” – Robert Signer
An Editorial Lost in a News Item – Louis Nizer
A Visit to Grandmother – William Melvin Kelley
The Oedipus Complex – Sigmund Freud

Poetry/Songs:

“Where the Sidewalk Ends” – Shel Silverstein
“Acquainted with the Night” – Robert Frost
“The Highwayman” – Alfred Noyes
“Mother to Son” – Langston Hughes
“I Hear America Singing” – Walt Whitman
“Women” – Alice Walker
“Warning” – Alice Walker
“Ballad of a Faithless Wife” – Charles Causley
“The Elephant” – Sandra Hochman
“A Poem of Friendship” – Nikki Giovanni
“Young Soul” – Imamu Amiri Baraka
“Pinones” – Leroy Quintana
“Medicine” – Alice Walker
“Memory” – Margaret Walker
“No Man is an Island” – John Donne
“Fear” – Gabriela Mistral
“New York” – Alicia Keys
“Bridge over Troubled Water” (song)
“Turning Tables” – Adele
“To Sir With Love” (song)

Common Core Standards

Writing

- 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.
- 2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- 2.C: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 2.D: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 2.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.
- 2.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).
- 3a. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
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

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
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.

Reading for Literature

3. 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.
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading for Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
 - a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Language

1. Demonstrate command of the conventions of standard English grammar and usage 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.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

3.b 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.

. Write and edit work so that it conforms to

the guidelines in a style manual (e.g., *MLA Handbook*) appropriate for the discipline and writing type.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

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.