

**GRADE:** 9 UNIT #4

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**UNIT TITLE & FOCUS:** Humans: Power and Control

**UNIT LENGTH:** 2-4 Weeks

**Essential Question:**

How much power do we, as humans, have?

❖ **Guiding Questions: (content, process, metacognitive)**

- How do humans make sense of the world around them?
- In literature, how do characters handle conflicts that may seem out of their control?
- What are the conflicts humans face that are outside of their control?
- How do we/I handle conflicts from external forces and their consequences?
- How can we holistically reflect on our writing?
- How can we make connections between the themes that have been studied throughout the year in a text-analysis response?

**Teaching and Learning Plan**

**Teacher will...**

- Engage students in reflective discussions/seminars about the essential / guiding questions and their relationship to the text(s)
- Engage students in reflective discussions/seminars about portfolio
- Model writing process
- Provide criteria for performance assessment.

**Students will...**

1. Discuss various conflicts in literature, history, current events and the world. (SL.1, 1c, 1d)
2. Read text(s) (fiction or nonfiction) that reflects conflicts that humans face which are outside of their control. (RL. 1, 2, 3, RI. 1, 2)
3. Analyze/discuss the relationships/conflicts between characters/individuals and that which is out of their control. (RI. 1a, 2, 3 RL. 3)
4. Conduct in-class discussion(s) and/or Socratic Seminar that connects to the essential question as a means of review for performance task.
5. Construct a text-analysis response that connects both fiction and non-fiction to essential question.

6. Submit a self-reflection on writing compiled in portfolio over the course of the year.

## **ASSESSMENT EVIDENCE**

### **Authentic performance task**

- Develop a text-analysis response to the essential question in which students reflect on themes discussed throughout the year.

### **Diagnostic Assessments:**

- Student facilitated discussions and/or writing assignments related to the performance task.

### **Formative Assessments:**

- In class discussion/Socratic Seminar

### **Summative Assessments:**

- Quizzes/Tests at teacher's discretion.
- Text-Analysis Response
- Portfolio Self-Reflection Survey

## **SUGGESTED TEXTS**

### **Informational Texts:**

- Nickel and Dimed by Barbara Ehrenreich
- New York Times Replica Edition (Available from FLHS Library Website)
- New York Times Learning Network
- Newsela.com (Scaffolded Articles)

### **Multimedia (\* = Film)**

- TedTalks
- Podcasts (NPR, Code Switch, Invisibilia, StoryCorp)
- The Matrix\*
- The Adjustment Bureau\*
- The Winter's Tale\*
- The Truman Show\*

### **Websites:**

Scholastic.com

- Greatsource.com/iwrite/educators.html
- teenink.com
- weatherchannel.com

- instagrok.com
- readwritethink.org

**Fiction:**

- Shakespeare (9th grade selections)
- Mythology
- *Antigone*, Sophocles
- *The Odyssey*, Homer
- *Light in the Forest*, Richter
- *The Pearl*, Steinbeck
- *Of Mice and Men*, Steinbeck
- *The Pigman*, Zindel
- *Persepolis*, Marjane Satrapi (also in film format)
- *Arcadia*, Tom Stoppard
- *The Hunger Games* by Suzanne Collins
- *The Giver* by Lois Lowry

**Short works:**

- *To Build a Fire* by John Steinbeck
- Edgar Allen Poe works
- *True Love* by Isaac Asimov
- *The Interlopers* by H.H. Munro
- *Mono no aware* by Ken Liu
- *You Don't Miss Your Water til Your Well Runs Dry* by T. Coraghessan Boyle
- *The Monkey's Paw* by W.W. Jacobs
- *The Use of Force* by Williams Carlos Williams
- "The Curious Case of Benjamin Button" by F. Scott Fitzgerald
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**Poetry:**

- "The Road Less Travelled" - Robert Frost
- "Ballad of Birmingham" - Dudley Randall
- "On Turning Ten" - Billy Collins
- "A Woman is not a Potted Plant" - Alice Walker

**Resources created and contributed by:** J. Lewis, A. Ingraham, V. Larsen, M. Genovesi

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop characters, and advance the plot or develop the theme.

### **Reading for Information**

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).
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
3. Analyze how the 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
4. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

### **Writing**

1. 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.
2. 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.
3. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
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.
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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
7. Draw evidence from literary or informational texts to support analysis, reflection, and research.
8. 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
9. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.

## **Listening and Speaking**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

1c. 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.

1d. 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.

3. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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.