

- RL = Reading Literary
- RI = Reading Informational
- W = Writing
- SL = Speaking and Listening
- L = Language

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Troup County School System English/Language Arts Curriculum Map American Literature and Composition Thematic Unit # 1—Rebels and Rhetoric

<p>Big Idea / Unit Goal:</p> <ul style="list-style-type: none"> • The goal for this unit is to explore and analyze the theme of Rebels and Rhetoric across American literary and informational texts with an in-depth focus on GSE priority standards. <p>Length of Unit:</p> <ul style="list-style-type: none"> • 45 Days <p><u>Unit 1 Common Assessment Blueprint</u></p> <p>Unit 1 Checklist</p>	<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What makes American literature American? • How has multiculturalism contributed to American literature? • How does literature shape or reflect a society? • How does an author use figurative language techniques to enhance his writing? • How does a writer make his argument clear, concise and interesting? • How do rhetorical elements strengthen the argument? • How is reasoning in seminal texts determined by history? <p>Priority Standards:</p> <ul style="list-style-type: none"> • RL2, RL3, RL4, RL9 • RI3, RI6, RI7, RI8, RI9 • W1, W3, W7 • SL3 <p>Support Standards:</p> <ul style="list-style-type: none"> • RL1, RL7 • RI1, RI2 • L2, L4, L5 • SL4, SL5
<p>Reading Focus: Literary/Informational</p> <p>Text Resources:</p> <p>Part One: Extended Text (Choose of the following as your extended text):</p> <ul style="list-style-type: none"> • <i>The Crucible</i> p. 1120 • <i>The Scarlet Letter</i> <p>Short Texts (Mixture of Literary and Informational thematically connected texts. Unless otherwise noted, these texts are from <i>Prentice Hall Literature, The American Experience</i>):</p> <ul style="list-style-type: none"> • "I Hear America Singing" by Walt Whitman, p. 434 • "I Too" by Langston Hughes, p. 904 • "The Latin Deli: An Ars Poetica" by Judith Ortiz Cofer, p. 1366 • From <i>The Interesting Narrative of the Life of Olaudah Equiano</i> by Olaudah Equiano, p. 170 • Native American Oral Tradition / Mythology, p. 15-27 • <i>Exploration Narratives</i> by de Vaca, p. 48 	<p>Writing Focus: Informative</p> <p>Primary Writing Tasks:</p> <ul style="list-style-type: none"> • Produce a digital media presentation in which you provide information on a specific cultural group's contributions to the United States. • After reading 2 selections from this unit, write an essay in which you discuss the positions of the two authors and evaluate the strength of the rhetorical strategies used. Cite textual evidence from the two selections. • After reading Patrick Henry's "Speech in the Virginia Convention," and Joseph Galloway's Speech (or Thomas Gage's "Proclamation") analyze the rhetorical strategies used by the speakers and determine who gave the stronger argument. Cite textual evidence from both sources. • After reading two articles that present opposing viewpoints on a controversial topic (such as conceal and carry, police brutality, minimum wage, etc.), choose a viewpoint and write your own defense of it. Cite textual evidence from the readings. <p>Narrative Writing Tasks:</p> <ul style="list-style-type: none"> • After reading Olaudah Equiano's narrative, write a brief narrative (3-5

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- from *Of Plymouth Plantation* by William Bradford, p. 58
- "Literature of Early America," Historical Background, p. 4-13
- "To My Dear and Loving Husband" by Anne Bradstreet, p. 76
- "Author in Depth: Arthur Miller," p. 1118
- The Words of Arthur Miller on *The Crucible*," p. 1120
- "Sinners in the Hands of an Angry God" p.86
- "[Half-Hanged Mary](#)" with [Answer Key](#)

Part Two:

- Patrick Henry "Speech in the Virginia Convention" p. 100
- [Thomas Gage's Proclamation](#)
- [Joseph Galloway Speech](#)
- Thomas Paine *The American Crisis No. 1* p. 117
- Benjamin Franklin "Speech in the Convention" p. 105
- Declaration of Independence p. 112
- Phyllis Wheatley "To His Excellency, General Washington" p. 124
- Benjamin Franklin from his *Autobiography* p. 136
- Benjamin Franklin "Poor Richard's Almanac" p. 148

Additional Materials:

- [Salem Witch Trial Court Records](#)
- [Puritan Life](#)
- [Puritan Literature PowerPoint](#)
- "[Sinners in the Hands of an Angry God](#)" [Text-dependent questions](#)
- [Patriot Vs. Loyalist Worksheet](#)
- Demographic Aspects of Surnames from Census 2000 p. 1443
- [Independent Reading Task Options](#)
- [Focus areas for growth in standards](#)

- paragraphs) where you describe your own "Scars," physical or emotional.
- After reading Native American origin myths, create your own origin myth explaining a natural phenomenon using the style of the Native Americans
- While reading *The Crucible*, take on the perspective of a character and explain your perspective on a specific event. For example, pretend you are Mary Warren and write a paragraph about how you feel when you are about to testify to the court that it is pretense.
- After reading *The Crucible*, write a narrative (in paragraph form) continuing the drama. Use details and evidence from the text. For example, tell what happens to Abigail.
- After reading *The Crucible*, write a brief narrative (3-5 paragraphs) about a time you were falsely accused of something OR you falsely accused someone else. Explain.

Research Connections:

- Require students to research immigration patterns of a specific culture, including the how and why of their emigration.
- Research literary and social contributions of cultural groups.
- Teach and require students to use MLA format for internal citations when they write using textual evidence from *The Crucible*.
- After researching current teen societal issues, (such as violence, bullying, gaming addiction, suicide, body image, pregnancy, drugs, etc.) create a cause and solution pamphlet citing evidence from research.

Routine Writing (Notes, summaries, process journals, and short responses across all genres):

- Journals
- Notes
- Constructed response based on texts
- Summaries
- Various responses to independent reading (formal/informal)
- Personal reflections on poems

Lessons for Unit 1 (all lessons are hyperlinked below):

Part One:

- [ELA11.1.1](#): Focus on determining and analyzing themes, conducting short research projects, citing textual evidence, and presenting information (RL2, W7, RL1, SL4)
- [ELA11.1.2](#): Focus on writing narratives, determining word meanings and impact, and citing textual evidence (W3, RL4, RL1, RI1)
- [ELA11.1.3](#): Focus on determining point of view or purpose, using digital media, and determining word meanings and impact (RI6, SL5, RL4)
- [ELA11.1.4](#): Focus on analyzing and explaining interaction and development of individuals, ideas, and events, demonstrating knowledge of foundational works of American literature, determining and clarifying word meanings, and demonstrating command of standard English (hyphenation) (RI3, RL9, L4, L2)
- [ELA11.1.5](#): Focus on determining word meanings and impact, citing strong and thorough textual evidence, integrating and evaluating multiple sources, and demonstrating understanding of figurative language (RL4, RI1, RI7, L5)
- [ELA11.1.6](#): Focus on integrating and evaluating multiple sources and determining and analyzing central idea development (RI7, RI2)
- [ELA11.1.7](#): Focus on analyzing impacts of author's choices concerning setting, plot development, and character development, citing strong and thorough textual evidence, determining and analyzing theme development, and analyzing multiple interpretations (RL3, RI1, RL2, RL7)
- [ELA11.1.8](#): Focus on analyzing impacts of author's choices concerning setting, plot development, and character development, citing strong and thorough textual evidence, determining and analyzing theme development, and analyzing multiple interpretations (RL3, RI1, RL2, RL7)
- [ELA11.1.9](#): Focus on analyzing impacts of author's choices concerning setting, plot development, and character development, citing strong and thorough textual evidence, determining and analyzing theme development, and analyzing multiple interpretations (RL3, RI1, RL2, RL7)

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- [ELA11.1.10](#): Focus on analyzing impacts of author’s choices concerning setting, plot development, and character development (RL3)

Part Two:

- [ELA11.1.11](#): Focus on analyzing foundational U.S. documents, writing arguments, determining and analyzing point of view and purpose, and using evidence and rhetoric (RI9, W1, RI6, SL3)
- [ELA11.1.12](#): Focus on determining and analyzing point of view and purpose, analyzing foundational U.S. documents, and citing strong and thorough textual evidence (RI6, RI9, RI1)
- [ELA11.1.13](#): Focus on delineating and evaluating reason in seminal U.S. texts and citing strong and thorough textual evidence (RI8, RI1)
- [ELA11.1.14](#): Focus on using evidence and rhetoric (SL3)

Georgia Standards of Excellence (GSE)	Essential Questions	Vocabulary	Lessons and Resources
ELAGSE11-12RL1: 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.	How does one cite strong and thorough textual evidence to support analysis?	Cite Textual evidence Inferences Explicit Analysis	ELA11.1.1 ELA11.1.2 ELA11.1.7 ELA11.1.8 ELA11.1.9
ELAGSE11-12RL2: 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.	What is the central idea of a piece of literature and how do ideas interact and build on one another? How does one provide an objective summary of a text?	Theme Central idea Analyze Cite Evidence Support Inferences Objective	ELA11.1.1 ELA11.1.7 ELA11.1.8 ELA11.1.9
ELAGSE11-12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	What are the effects of an author’s choices regarding setting, order, and character development?	Characters Analyze Development	ELA11.1.7 ELA11.1.8 ELA11.1.9 ELA11.1.10
ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	What are figurative and connotative meanings? How do words and phrases impact an author’s meaning and tone? How does an author’s word choice impact engagement and beauty?	Diction Figurative Connotation Denotation Tone Context Syntax Engaging	ELA11.1.2 ELA11.1.3 ELA11.1.5
ELAGSE11-12RL7: 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	What are the differences among multiple versions of the same work?	Artistic medium Interpretation Evaluation	ELA11.1.7 ELA11.1.8 ELA11.1.9

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Shakespeare and one play by an American dramatist.)			
ELAGSE11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.	How does a work reflect its time period? How do two texts from the same time period treat similar themes or topics?	Foundational works Themes Topics Compare/contrast	ELA11.1.4
ELAGSE11-12RI1: 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.	What are effective ways to cite textual evidence to best analyze literature?	Cite Textual evidence Inferences Explicit Analysis	ELA11.1.2 ELA11.1.5 ELA11.1.12 ELA11.1.13
ELAGSE11-12RI2: 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.	What are central ideas in a text and how do they develop over the course of that text? How does one provide a summary of the text	Central idea/main idea Analyze Complex Objective Summarize Outline	ELA11.1.6
ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	How are complex ideas or sequences of events developed throughout a piece of literature?	Sequence Interact Develop	ELA11.1.4
ELAGSE11-12RI6: 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.	How does the author's point of view or purpose impact the power of persuasiveness or beauty of his/her text?	Point of view Purpose Rhetoric Persuasiveness	ELA11.1.3 ELA11.1.11 ELA11.1.12
ELAGSE11-12RI7: 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.	How can I integrate multiple sources to best answer a question or reach a solution? How does one determine the quality of a source?	Integrate Evaluate Media (visual, aural, quantitative, film)	ELA11.1.5 ELA11.1.6
ELAGSE11-12RI8: Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (eg, in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (eg, <i>The Federalist</i> , presidential addresses).	How do I delineate and evaluate the reasoning in seminal U.S. texts?	Delineate Evaluate Constitutional principles Legal reasoning Premise Purpose Argument Advocacy	ELA11.1.13
ELAGSE11-12RI9: Analyze foundational US documents of historical and literary	What are the prevalent themes, purposes, and rhetorical features of U.S. (11 th) or	Foundational documents Theme	ELA11.1.11 ELA11.1.12

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<p>significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.</p>	<p>British (12th) foundational documents of literary and historical significance?</p>	<p>Purpose Rhetoric Analyze</p>	
<p>ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. 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. 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. 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 argument presented. 	<p>What is argument writing? What is valid reasoning and relevant and sufficient evidence?</p>	<p>Argument Support Claims Reasoning Relevant Sufficient</p>	<p>ELA11.1.11</p>
<p>ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>What is narrative writing? How does a writer use narrative techniques to convey meaning and engage the reader?</p>	<p>Narrative Pacing Voice/narrative voice Style Point of view</p>	<p>ELA11.1.2</p>

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<p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<p>Experience Technique Details Well-structured Sequences Imagery Sensory language Aesthetics</p>	
<p>ELAGSE11-12W7: 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.</p>	<p>What is effective research?</p>	<p>Sustained Research Inquiry Synthesis Investigation Primary sources Interview</p>	<p>ELA11.1.1</p>
<p>ELAGSE11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>How do I demonstrate command of the conventions of standard English capitalization, punctuation, and spelling? How do I use a hyphen and/or dash correctly?</p>	<p>Standard English Capitalization Punctuation Hyphen Dash</p>	<p>ELA11.1.4</p>
<p>ELAGSE11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall</p>	<p>What are effective strategies to determine or clarify meaning of unknown words and phrases?</p>	<p>Clarify Multiple-meaning flexibility</p>	<p>ELA11.1.4</p>

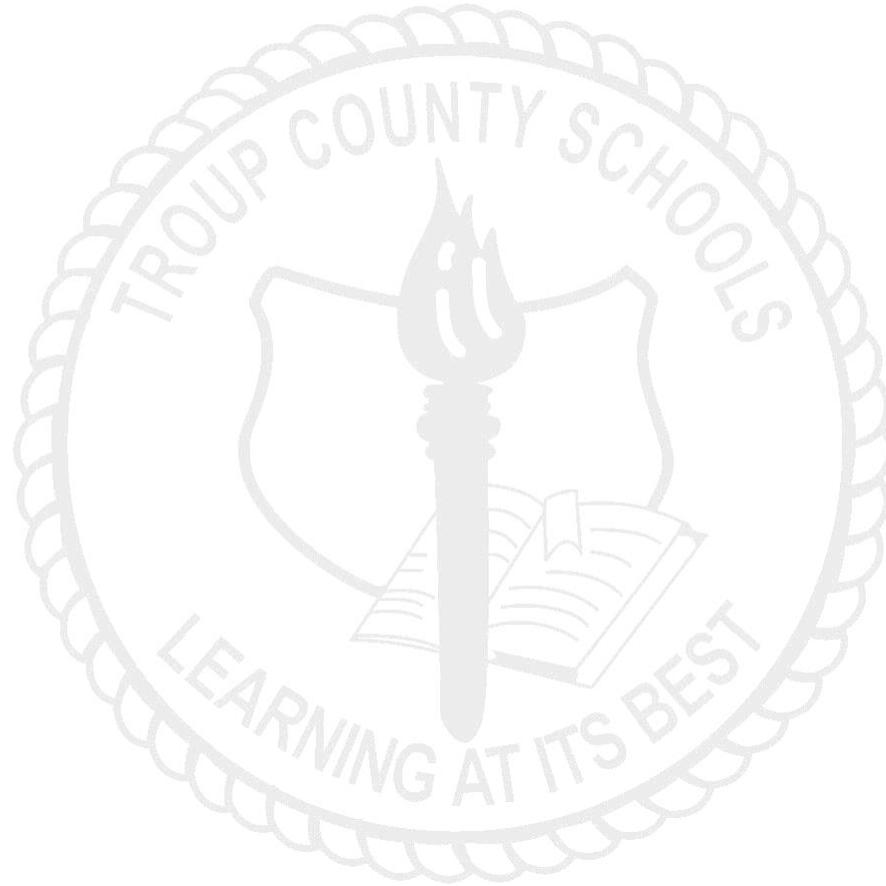
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<p>meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>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, its etymology, or its standard usage.</p> <p>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).</p>			
<p>ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>How does understanding of figurative language, word relationships, and nuance affect word meaning?</p>	<p>Figurative language Nuances Hyperbole Paradox Denotation</p>	<p>ELA11.1.5</p>
<p>ELAGSE11-12SL3: 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.</p>	<p>What are the literary, logical, and structural devices used to evaluate a speaker in a given text?</p>	<p>Evaluate Reasoning Rhetoric Assessing Premise Emphasis Tone Word choice Fallacies</p>	<p>ELA11.1.11 ELA11.1.14</p>
<p>ELAGSE11-12SL4: 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 or formal and informal tasks.</p>	<p>How does my presentation (style, organization, etc.) affect my audience's understanding? How can I best present a clear and distinct perspective, such that listeners can follow my reasoning?</p>	<p>Clarity Concise Logical Organization Development Substance Style Purpose Audience Task</p>	<p>ELA11.1.1</p>
<p>ELAGSE11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in</p>	<p>How does digital media affect the understanding of a speech or presentation?</p>	<p>Strategic Digital media Enhance</p>	<p>ELA11.1.3</p>

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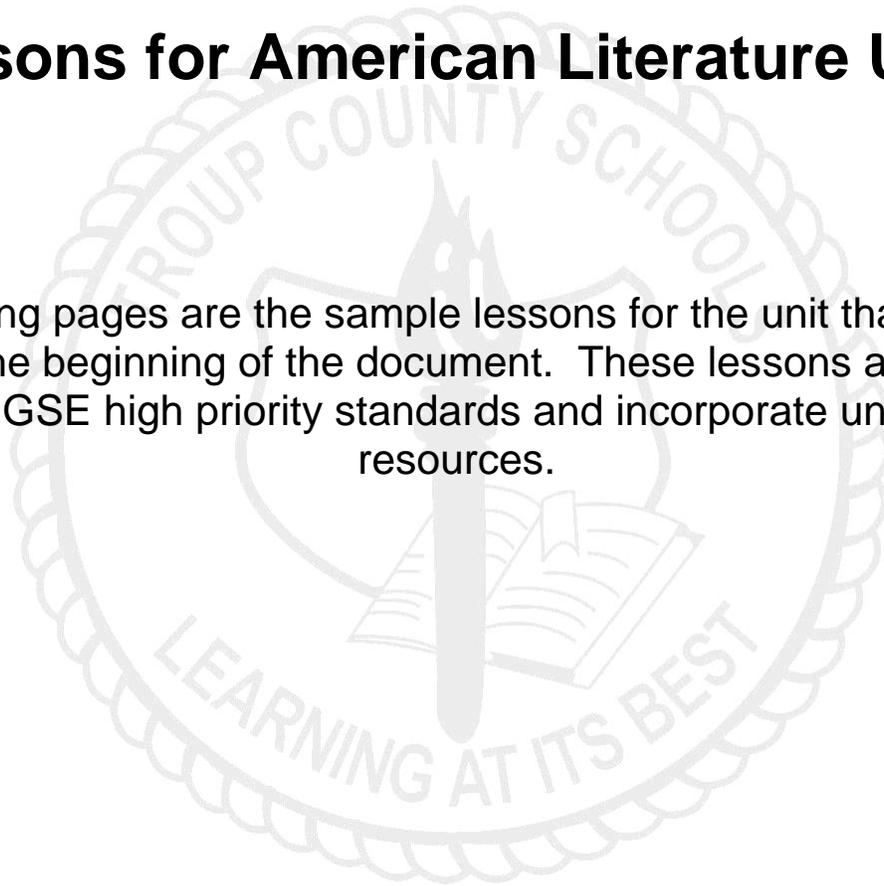
presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Reasoning
Evidence



Lessons for American Literature Unit 1

The following pages are the sample lessons for the unit that have been linked at the beginning of the document. These lessons are based on identified GSE high priority standards and incorporate unit texts and resources.



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ELA11.1.1

Learning Target(s):	I can: <ul style="list-style-type: none"> • recognize the diversity of America in the culture, the literature, and the people.
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards ELAGSE11-12RL2: 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. ELAGSE11-12W7: 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. Support Standards <ul style="list-style-type: none"> • ELAGSE11-12RL1: 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. • ELAGSE11-12SL4: 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 or formal and informal tasks.
Resources for Instruction	Maps of early American immigrations (Google: American immigration maps) These show areas of the country settled by immigrants from 1840-1920 and various current maps of immigration “I Hear America Singing” by Walt Whitman, p. 434 “I Too” by Langston Hughes, p. 904 Comparing Texts Graphic Organizer Selections for Group Assignment: <ul style="list-style-type: none"> • from <i>Dust Tracks on a Road</i> by Zora Neale Hurston, p. 930 • Native American Oral Tradition / Mythology, p. 15-27 • from <i>Of Plymouth Plantation</i> by William Bradford, p. 58 • “Mother Tongue” by Amy Tan, p. 1410 or from <i>The Woman Warrior</i> • “Straw into Gold: The Metamorphosis of the Everyday” by Sandra Cisneros, p. 159 • from <i>Dust Tracks on a Road</i> by Zora Neale Hurston, p. 930 Chrome Books and/or Computer Lab/Media Center Presentation Rubric
Time Allocated	5 class periods
EQ	How have the different cultures that make up the United States contributed to our collected identity?
Activator/Connection/Warm Up	Turn and Talk: With a partner, discuss your thoughts on the EQ: <ul style="list-style-type: none"> ○ How have the different cultures that make up the United States contributed to our collected identity?

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Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
- **Guided Instruction/Differentiated Instruction (We Do)**
- **Independent Practice (You Do)**

Day 1:

- As a whole class, read “I Hear America Singing” p. 434 and “I Too ” p. 904
- Discussion of “I Hear America Singing”:
 - What is the literal or explicit meaning of the text?
 - What is the figurative or implicit meaning of the text?
 - What is the difference between harmony and melody?
 - Why does the author using strong melodious songs vs. strong harmonious songs?
 - Help students realize that America is made up of many different types of people contributing in many different ways.
 - Add additional questions for comprehension.
- Discussion of “I Too”
 - What is the literal or explicit meaning of the text?
 - What is the figurative or implicit meaning of the text?
 - What is this speaker saying in response to Whitman’s poem?
 - Help students realize that this speaker is saying his voice is as valuable as the voices that Whitman shares.
 - What decisions are typically made around a dinner table?
 - If you are not allowed to be at that “table” what happens?
 - What voices are underrepresented in our society or in our schools?
 - Are there some voices that tend to be heard more than others?
- Complete the [Comparing Texts Graphic Organizer](#). Answer the questions (after reading): How are the two perspectives of America different? What are the voices in the poems saying about their American experience?

Day 2

- Assign students or groups one of the following cultures with corresponding authors:
 - European Americans - William Bradford’s “A Plymouth Plantation”
 - African American - Zora Neale Hurston’s from *Dust Tracks on a Road*, p. 930
 - Hispanic - Sandra Cisneros’ “Straw into Gold: The Metamorphosis of the Everyday,” p. 159
 - Asian American - Amy Tan’s “Mother Tongue” or from *The Woman Warrior*
- Discuss the Assignment:
- Assignment: Create a presentation on an assigned culture and author. The presentation should include the following information:
 - When did this culture begin emigrating to North America?
 - What were some of the reasons for them coming to North America?
 - What are some of the contributions this culture has made to our society?

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- Summarize main idea and themes of the text.

- Model expectations with Native Americans:
 - When? Native American migration theories: Bering Straight was frozen, Pangea, Tower of Babil. Thousands of years before 1492
 - Reason? Following their food from Asia
 - Contributions? Oral Tradition, Agricultural practices, Lacrosse
 - Central Idea and Theme? Read and Discuss “When Grizzlies Walked Upright” and / or “Earth on a Turtle’s Back” for central ideas and themes.

Day 3

- Review assignment expectations and group work expectations. Provide guidance on presentations using ELAGSESL4. Students should complete assigned tasks as a group including reading the assigned text, researching the culture, and preparing the presentation for the rest of the class.
- Resources: To find information on the cultures students may need Chrome Books or a trip to the library. Teacher will have to decide on format for reading the text and time to complete presentation.

Days 4 and 5

- Continue research and completion of assignment for presentation. Groups will present on their assigned cultures. Groups with the same culture will have to present on different parts of the assignment. Teacher should contribute or clarify information presented by student groups so that all students gain the knowledge about each culture.

Some notes to consider:

- European American - Start with Puritans but also look at migration patterns from the 1800’s as well
- African American - Look at slave trade routes. Look at contributions of African Americans from slave spirituals all the way to present day.
- Hispanic Americans - Cuba - 1959-1980 700,000 people fled Cuba after rise of Fidel Castro; Dominican Republic – 1961 Assassination of Dictator Trujillo; El Salvador – 11 year Civil war led to about 500,000 people coming to US; Mexico – Economic conditions in 19802-1990s, shared border
- Asian Americans - Begin with early immigrants leading up to today

Summarizer/Closure/Evaluation of the unit

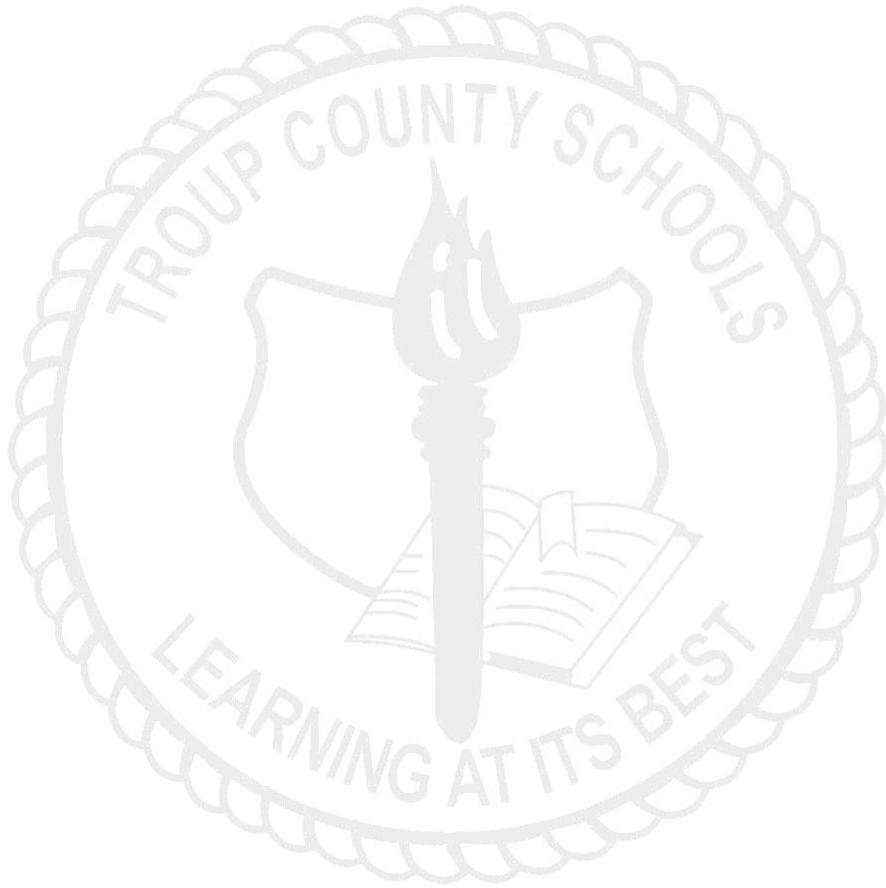
Teacher will score presentations using ELAGSESL4.

Ticket-out-the door (TOTD): Answer one of the following in a paragraph response.

- Based on the passages you read today, what do you think makes American literature “American”?
- How do the voices of America contribute to the literature?

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Discuss.



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ELA11.1.2

Learning Target(s):	I can: <ul style="list-style-type: none"> analyze the role of sensory language in a text and apply this sensory language to my own writing.
Priority Standards: <ul style="list-style-type: none"> Support Standards Pre-requisite Learning 	Priority Standards ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) Support Standards <ul style="list-style-type: none"> ELAGSE11-12RL1: 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. ELAGSE11-12RI1: 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.
Resources for Instruction	“Latin Deli: An Ars Poetica,” p. 1366 Jelly Beans (or other flavorful candy) Words to describe Taste Jelly Bean Taste Menu Bio-Graph <i>The Interesting Narrative of the Life of Olaudah Equiano</i> by Olaudah Equiano, p. 170. Imagery and Impact Graphic Organizer Narrative Writing PowerPoint
Time Allocated	4-5 class periods
EQ	How does a writer use narrative techniques to convey meaning and engage the reader?
Activator/Connection/Warm Up	The ultimate goal of this week is for students to compose their own personal narratives demonstrating their understanding of the use of figurative and sensory language. The following are some example lesson that could help you achieve that goal. Activators are included with some of the daily lessons (e.g., Day 3: Jelly bean activity). For other days, you may want to have your students turn and talk briefly about topics such as significant personal experiences, what students already know about writing narratives and use of sensory language, etc.

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Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
- **Guided Instruction/Differentiated Instruction (We Do)**
- **Independent Practice (You Do)**

Day 1

- Teacher models [Bio Graph](#) using his/her own personal experiences.
- After brainstorming significant moments in their life, students use the bio-graph independently with support from the teacher for ideas. They should rank each experience based on how well they remember it, how willing they are to share the experience, what kind of emotional impact the moment had, etc. Once they have filled out the chart they should total their responses to see which moments scored the highest.
- Students will be asked to free write on the topic with the highest score for a few moments to generate ideas for personal narrative. Teacher will take volunteers to share some of the moments they chose. Teacher will collect bio-graph to give individual feedback on topic selection. Students should use one of these topics to write personal narrative for the unit.
- [Activity](#) to encourage students to use more specific language
- Students should be asked to complete the survey.
- Once everyone has finished discuss the variety of answers everyone has for each question.
- Teacher should help students arrive at the understanding that they need to be more specific in their narrative writing.

Day 2

Ask students to list the five senses.

Write down definition of imagery

- Explain to students that today we will be creating a menu based on flavors we discover in jelly beans. The menu items should include a vivid description that would make the audience want to try your creation.
- Pass out a variety of Jelly Beans (or other flavorful candy) for students to taste. Students should record flavors they detect.
- The teacher will model the process to begin. Teacher will choose 1 jelly bean and write down the flavors and tastes associated with the candy: For example, sweet, tart, lemon. The teacher will then take those words and create a menu item. Lemon butter Chicken. Juicy chicken breast marinated in a lemon butter sauce. A nice blend of tart sweetness that will make your taste buds come alive.
- The students will then do the same with the 5 pieces of candy they have been given. Students should create 1 appetizer, 2 entrees, and at least 1 dessert based on the handout given. Each menu item should include a vivid description of the item that includes numerous sensory words.
- Hand out the Imagery and Impact Graphic Organizer. Provide instruction on Imagery. Direct students to write a definition of imagery on the handout. Explain that imagery is descriptive or figurative language used in literature to create word pictures for the reader. These pictures, or images, are created by details of

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sight, sound, taste, touch, smell, or movement.

- As a class, read “Latin Deli” and find examples of the author using imagery (all 5 senses) in her writing. The teacher should model using the Imagery and Impact Graphic Organizer. Write down examples of sight, touch, taste, sounds, smells. Discuss how Judith Cofer’s use of sensory language is more effective than an outright explanation of such content might be and discuss the impact on the reader

Day 3:

Lesson: Show Don’t Tell

Revise the following sentences so they are “showing” and not “telling”

- I was upset when my mother told me my cousin had passed away.
- Everyone in the room was nervous about what the doctor would say.

Activity

- This teacher should model this activity first and then have students complete their own paragraphs with a partner.
- Given an image from the Great Depression (use google images) have students describe the image based on what could be heard, smelled, felt, tasted, and seen in each picture. Students should create a paragraph that shows the picture and doesn’t simply tell what is happening in the picture.
- After the teacher provides a brief overview of Olaudah Equiano (p. 169), students will be instructed to read the excerpt from *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano, p. 170. They can read independently or in pairs.
- While reading, students should complete the [Imagery and Impact Graphic Organizer](#).

Exit Question: Revise the following into “showing”

- When I finally saw my mom walk off the plane I was happy.
- The driver missed the stop sign and crashed into my passenger side door.

Day 4:

- Students will continue to read the excerpt from *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano, p. 170. They can read independently or in pairs.
- While reading, students should complete the [Imagery and Impact Graphic Organizer](#).
- After students have had the opportunities to complete the organizer, the teacher could have class discussion on the selection, emphasizing the sensory language and its impact, as well as other narrative techniques (pacing, description, dialogue, reflection, etc.) that should be included in writing a narrative. Use the [Narrative Writing PowerPoint](#) as needed for instruction.
- After reading Olaudah Equiano’s narrative, students will write a brief narrative (3-5 paragraphs) where in which they describe their own “Scars,” physical or emotional. Students should emphasize use of imagery and other narrative techniques (pacing, description, dialogue, reflection, etc.). Ultimately, this sensory language should show up in the narrative writing for the unit.

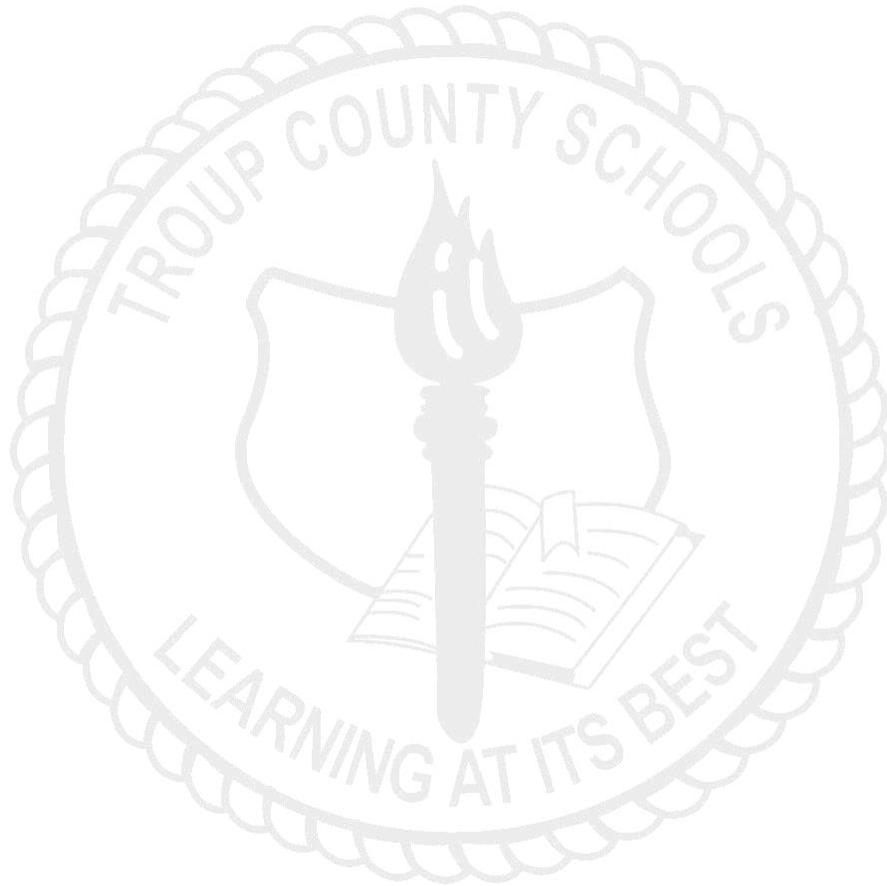
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**Summarizer/Closure/Evaluation
of Lesson**

TOTD: Explain how narrative techniques in the selections we read engage the reader?

OR

Have students examine their narrative paragraphs for imagery. Ultimately, this sensory language should show up in the narrative writing for the unit.



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ELA11.1.3

Learning Target(s):	I can: <ul style="list-style-type: none"> • determine the point of view or purpose in a text • analyze rhetorical strategies the author used to convey his/her message • analyze if and how rhetoric added to the power and persuasiveness of the message • assess the author's reliability as a source of information • determine how the author's use of words and phrases match the purpose of the content • determine where figures of speech are used in a text (including personification, metaphor, and imagery) • interpret the precise, intended meaning of the figure of speech based on the context in which it is used • analyze the role of figures of speech in a text
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RI6: 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. Support Standards: <ul style="list-style-type: none"> • ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Resources for Instruction	Great Awakening PowerPoint Personification Power Point "Sinners in the Hands of an Angry God" by Jonathan Edwards, p. 85 "Sinners in the Hands of an Angry God" Text-dependent questions
Time Allocated	1-2 class periods
EQ	How does the author's point of view or purpose impact the power of persuasiveness or beauty of his/her text? How does understanding of figurative language, word relationships, and nuance affect word meaning and tone? How does an author's word choice impact engagement and beauty? What is the role of figurative language including personification in writing?
Activator/Connection/Warm Up	Students will participate in a guided personification activity where they generate action words from scenes and then use the action words to describe other images. For example, a picture of a lion generates the word roar. The word is then applied to a scene where a house is on fire. The fire roared as it devoured the house. There are several scenes to practice this skill.

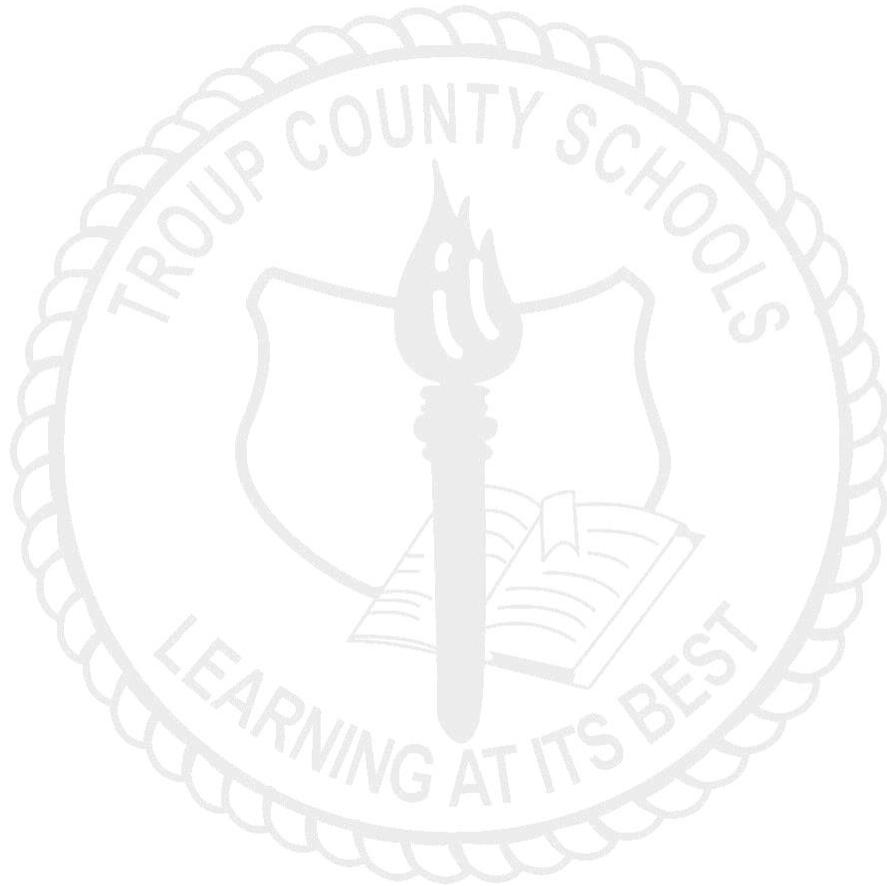
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<p>Instructional Delivery</p> <ul style="list-style-type: none">• Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do)	<p>The teacher will ask provide direct instruction on the meaning of words that will be examined in today's lesson:</p> <ul style="list-style-type: none">• Sermon: a form of oratory (formal public speaking) that tends to display the following elements: persuasive, inspiring listeners to take action; address needs and concerns of audience; appeal to emotions; include expressive and rhythmic language• Figurative language: language not meant to be taken literally; used to express ideas in vivid and imaginative ways• Personification: device in which a nonhuman subject is given human characteristics• Simile: Figure of speech that involves a direct comparison between two things using words such as like, as, than, resembles• Metaphor: figure of speech that involves a comparison between two unlike things; often one thing is spoken of as though it were something else.• Imagery: using descriptive or figurative language to appeal to the senses and create word pictures for the reader <p>Explain to them the context of the Great Awakening and help them to understand Jonathan Edward's point of view and purpose in writing and delivering this sermon. You may want to use the Great Awakening PowerPoint.</p> <p>Students should take notes on the terms and refer to these as they read. Read the excerpt of the Puritan sermon "Sinners in the Hands of an Angry God" and ask students to look for the figurative language, specifically personification, similes, metaphors, and imagery used in the selection. After reading, students should complete pages 1-3 of the "Sinners in the Hands of an Angry God" Text-dependent questions. You may allow them to work with partners or small groups. Review the handout and help students to understand the rhetorical strategies used in the text as well as the effect of the use of figurative language.</p> <p>Discuss with the class What effects does the use of personification have on the overall effectiveness of Edward's message? Independently, students should complete page 4 of the handout (page 5 may be omitted). If you do not make copies of the handout, you may put the question on the board for the students to respond on their own paper:</p> <ul style="list-style-type: none">• <i>Go back and re-examine the imagery and rhetoric in the sermon. Think about the experiences of the Puritan people and think about how this would affect the people. How would this shape society?</i>
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>To ensure students have a grasp on the purpose and use of figurative language, students are given a boring paragraph that provides a very basic experience at a restaurant. Students should revise the paragraph using figurative language (imagery, simile, metaphor, personification) and sensory language they learned in a previous lesson.</p> <p>Boring Paragraph: Last weekend I went to a restaurant and had some food. We were met by a hostess who sat us at a table. She was nice and our table was in a good spot. As soon as we sat down, we could smell the food in the air. Unfortunately, this was the point where things started to go wrong. Our</p>

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waiter never showed up until we complained. When he did finally show up, he was not nice. Things only got worse as the food we smelled when we sat down, must have been from the place next door. My food tasted bad, and my wife's food also tasted bad. It not only tasted bad, but also smelled bad. All in all, our night out was not good.

Teacher will collect revised paragraph and provide feedback on revisions and figurative / sensory language.



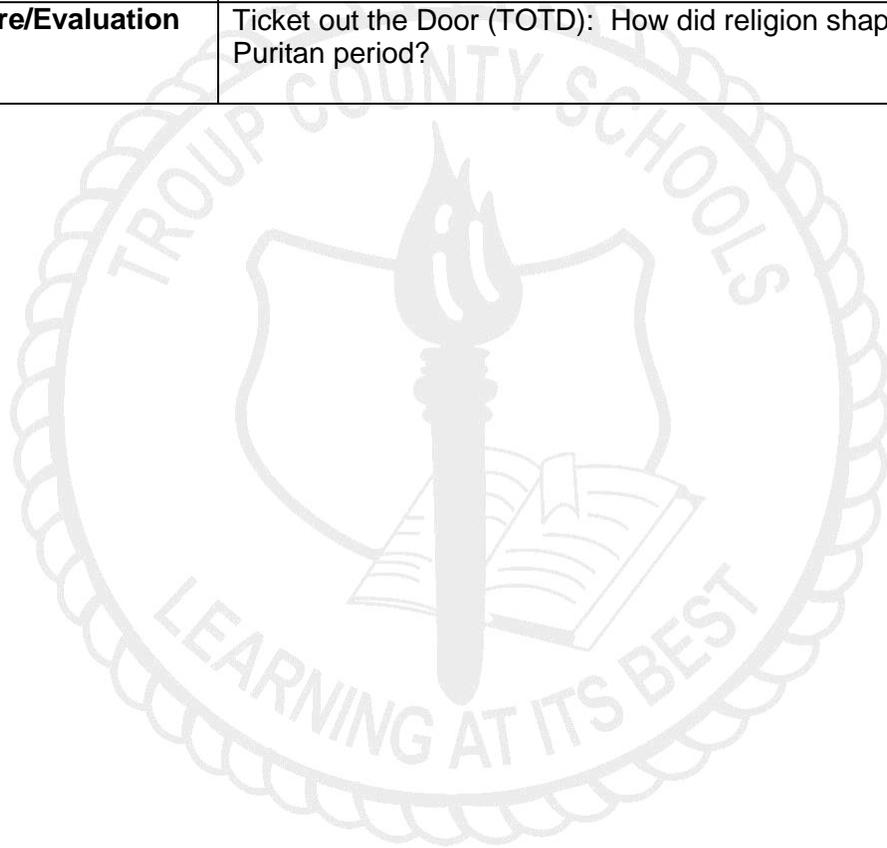
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ELA11.1.4

Learning Target(s):	I can: <ul style="list-style-type: none"> • understand how texts from the same time period treat similar themes or topics • understand the historical significance on the time period
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. ELAGSE11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics. Support Standards: <ul style="list-style-type: none"> • ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). • ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Observe hyphenation conventions.
Resources for Instruction	Puritan Literature PowerPoint “Literature of Early America,” Historical Background, p. 4-13 Puritanism and Predestination Article Hyphen worksheet
Time Allocated	1-2 days
EQ	How does history shape literature? How did religion shape the literature of the Puritan period?
Activator/Connection/Warm Up	Write a list of everything you know about the Puritans (1 minute). Talk with an elbow partner and see if you learn anything new. Pair up with 2 others to form a group of 4. Each group will report out at least one thing they know about the Puritans. <p style="text-align: center;">OR</p> Have students complete a K-W-L on Puritan life.
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice 	Encourage students begin a new notebook section. This section of notes will be general information on Puritans. Explain to students that the origins of humanity are significant in all faiths, but that not everyone has been tolerant of others’ beliefs. Use the information in the text on pages 4-13 and/or the Puritan Literature PowerPoint to provide background information on the Puritans and their rationale for immigrating to and colonizing America. Optional: You may also want to help students build background by completing the Puritanism and Predestination Article assignment. Discuss the Puritans’ treatment of the Native Americans. Review the

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(You Do)	<p>definition of hypocrisy and discuss the Puritans' rationale for their behavior (possible answers include fear, disgust, anger, "bandwagoning", a lack of cultural understanding). Introduce the concepts of apostrophe and Puritan Plain Style. Provide students with examples these.</p> <p>Reiterate the notion of the "self" as being less important than the community in the Puritan period. Use this to explain the use of hyphens in adjectives (self-esteem, self-centered, self-assured, etc.). Provide students with a worksheet on using hyphens.</p> <p>**Homework Assignment: Have students bring in the lyrics to their favorite love song. Remind them to be sure it is school appropriate. Alternatively, the teacher might want to select lyrics to use in the next lesson.</p>
Summarizer/Closure/Evaluation of Lesson	Ticket out the Door (TOTD): How did religion shape the literature of the Puritan period?



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ELA11.1.5

Learning Target(s):	I can: <ul style="list-style-type: none"> • analyze text for word choice and analyze how the use of language advances the plot or affects the tone or pacing of the work • determine how word choice affects meaning and advances the plot • analyze how specific word choice creates fresh, engaging, and aesthetically pleasing text • analyze how words with multiple meanings create aesthetically pleasing text • examine the specific patterns of diction in the text and determine its specific impact and overall meaning
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) Support Standards: <ul style="list-style-type: none"> • ELACC11-12RI1: 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. • ELAGSE11-12RI7: 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. • ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
Resources for Instruction	“To My Dear and Loving Husband” by Anne Bradstreet, p. 76 Poetry Pairing with “To My Dear and Loving Husband”
Time Allocated	1-2 days
EQ	What are figurative and connotative meanings? How do words and phrases impact an author’s meaning and tone? How does an author’s word choice impact engagement and beauty?
Activator/Connection/Warm Up	Read the modern day “love song” lyrics that you have brought to class from yesterday’s homework. With a partner, compare and contrast the ideas presented in the lyrics.

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<p>Instructional Delivery</p> <ul style="list-style-type: none">• Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)• Guided Instruction/Differentiated Instruction (We Do)• Independent Practice (You Do)	<p>Read Anne Bradstreet's "To My Dear and Loving Husband" out loud. Discuss the meaning and paraphrase what Bradstreet is saying in the poem.</p> <p>Examine the poem and Bradstreet's use of poetic devices. You may need to provide some direct instruction on the terminology. Have students analyze and annotate for the use of:</p> <ul style="list-style-type: none">• metaphor• tone• anaphora (a rhetorical device that consists of repeating a sequence of words at the beginnings of neighboring clauses, thereby lending them emphasis)• structure• syntax/inversion (placing of sentence elements out of normal position)• Puritan Plain Style (characterized by short words, direct statements, and references to everyday objects and experiences) <p>Use references to clarify meanings of language. What is Bradstreet's purpose in writing this? In her use of devices? They may work with a partner or independently, but the teacher should assess how well the students are understanding the concepts and address misconceptions with the class.</p> <p>Read "Poetry Pairing 'To My Dear and Loving Husband'" from the NY Times. Have students analyze the comparison. How does it relate to the lyrics that they have analyzed? Consider and discuss the following questions:</p> <ul style="list-style-type: none">• Why do you think this poem was paired with this photo and article from The Times? What do the three have in common?• Which do you like best: the poem, the image or the article? Why?• What does this pairing say about life today? Do you think someone looking at it 25 years from now would "get" the same meaning? What about 100 years from now?• What other modern day stories could also have been paired with this poem? Why?• What other works of literature, film, or fine art can you think of that also echo, expand or even challenge the words and ideas of this poem? <p>Using their notes on the poem, have students rewrite Ann Bradstreet's poem in updated language. They should keep the tone & message the same but use metaphors that are appropriate to their lives. Students share new poems with classmates.</p>
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>TOTD: Explain in 4-5 sentences what you think I taught you today.</p>

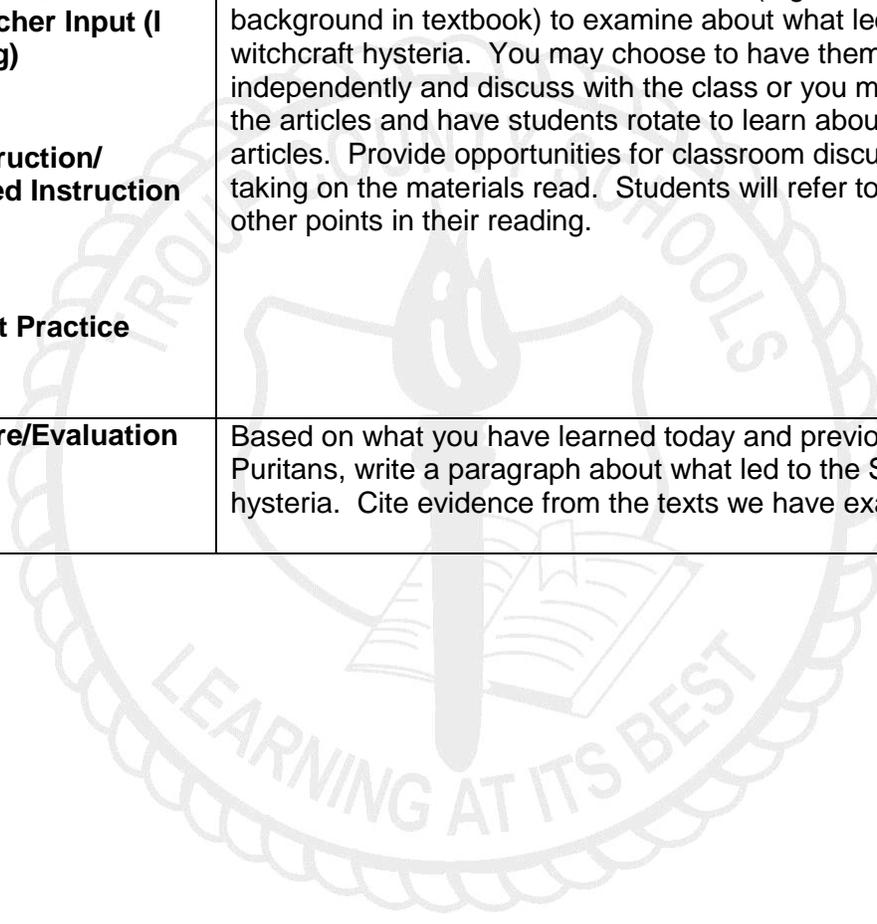
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ELA11.1.6

Learning Target(s):	I can: <ul style="list-style-type: none"> • understand multiple theories about what led to the mass hysteria in Salem in 1692 • analyze information presented in different media or formats and determine which details are emphasized in each account • use the information obtained from text and media to analyze and present a meaningful and complete answer or solution
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RI7: 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. Support Standards: <ul style="list-style-type: none"> • ELAGSE11-12RI2: 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.
Resources for Instruction	<p>The following documents may be used to provide background for teaching <i>The Crucible</i>. You may additionally want to use some of these at various points during the instruction of the play rather than using them all at the beginning.</p> <p>The Salem Witch Trials Salem Witch Trials and History Channel Video clip Causes for the Witchcraft Hysteria in Salem Newsela Article: Site of Witch Hangings <i>Salem Witch Trials</i> History Channel Video Background information on <i>The Crucible</i>, pages 1116-1125 in <i>Prentice Hall Literature: The American Experience</i> Act 1 of <i>The Crucible</i> (the initial narrator section on pages 1126-1129 in <i>Prentice Hall Literature: The American Experience</i>)</p>
Time Allocated	1-2 class periods
EQ	How can I integrate multiple sources to best answer a question or reach a solution? What led to the Salem witch trials?
Activator/Connection/Warm Up	<p>Cut out slips of paper and put different colored dots on each one. Make about ¼ of the slips with red dots.</p> <p>Give each student a slip of paper and explain to the class that they must make groups of students that do not have a red dot on their slip. Students may ask any questions that they choose to find one another, however they cannot use the words dot, circle, spot, point, etc. and they cannot name specific colors at all. (eg: Are you for or against bright colors?)</p> <p>Students with red dots should attempt to infiltrate the group of colored dots without giving away that they are red. Any group with no red dots gets a 100 for a participation grade. Any groups with a red dot get a 0. Red dots that are able to infiltrate the groups will get a 100 as well. Give the students about 5 minutes to complete the activity. (NOTE: After the groups are created, you will want to explain that no one will actually be penalized in the gradebook).</p>

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	<p>Explain that during both the Salem Witch Trials and the Red Scare, suspicion and fear created hysteria and ran throughout society. This is a key element within <i>The Crucible</i>. Have them focus on this idea, and Puritan ideals, as they read Act I.</p> <p>OR</p> <p>Journal: Write about a time you lied, misled someone, told a partial truth, or stretched the truth in order to get out of trouble (or for some other reason). Explain what happened and if there were consequences that extended beyond the initial untruth.</p>
<p>Instructional Delivery</p> <ul style="list-style-type: none">• Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)• Guided Instruction/Differentiated Instruction (We Do)• Independent Practice (You Do)	<p>Provide students with various resources (e.g. video, articles, background in textbook) to examine about what led to the Salem witchcraft hysteria. You may choose to have them read all articles independently and discuss with the class or you may choose to jigsaw the articles and have students rotate to learn about the different articles. Provide opportunities for classroom discussion and note-taking on the materials read. Students will refer to these articles at other points in their reading.</p>
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>Based on what you have learned today and previously about the Puritans, write a paragraph about what led to the Salem witchcraft hysteria. Cite evidence from the texts we have examined.</p>



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ELA11.1.7

Learning Target(s):	I can: <ul style="list-style-type: none"> • analyze an author's choices regarding the development of literary elements in a story or drama (setting, plot, characterization) • analyze the impact of author's choices regarding the development of literary elements on the story or drama itself and/or the reader
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Support Standards: <ul style="list-style-type: none"> • ELAGSE11-12RL1: 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. • ELAGSE11-12RL2: 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. • ELAGSE11-12RL7: 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.)
Resources for Instruction	Anticipation Guide for <i>The Crucible</i> #1 Anticipation Guide for <i>The Crucible</i> #2 <i>The Crucible</i> (found in <i>Prentice Hall</i> textbook, pages 1124-1234) The Crucible Text-Dependent Questions and Teacher Answer Key The Crucible Reading Guide Questions Act 1 Character Map The Crucible Activity Packet The Crucible Essay Prompts by Act
Time Allocated	2-3 class periods
EQ	What are the effects of an author's choices regarding setting, order, and character development?
Activator/Connection/Warm Up	Use one of the Anticipation Guides to have students respond to statements related to ideas they will see as they read <i>The Crucible</i> . If you want to use technology, you could provide an opportunity for students to respond to these by using Google Drive, Plickers, www.socrative.com , www.polleverywhere.com , etc. Alternatively, you could read the statements and have students show where they are on a continuum by assigning corners of the room for agree and disagree.

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Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
- **Guided Instruction/Differentiated Instruction (We Do)**

Provide students with guided reading questions, study questions, etc. for Act I and then read aloud in class.

Read and/or watch Act I of *The Crucible*. Throughout the reading, provide opportunities for students to analyze author's choices about setting, plot, and character development. If you view the video after reading, it will be important to have students compare/contrast and evaluate the sources. While reading, it will be important to provide students opportunities for close reading in which they read/re-read/analyze a portion of the text. The introduction of Reverend Hale beginning on page 1143 and the accompanying essay on pages 1146-1148 provides an opportunity for close reading. Use the [text-dependent questions](#) to guide students as they read.

After students have read Act 1, review with questions such as the following:

1. Conflict is defined as a struggle between two forces. There are two major categories of conflict: internal and external. An internal conflict describes the experience of being at war with the self where two (or more) sides are opposed. External conflicts include the following subcategories: individual against society, individual against individual, individual against God or nature. Provide and explain a kind of conflict revealed in act one. Provide a specific example that illustrates this particular kind of conflict.
 - *Students should be able to cite several conflicts including but not limited to the following:*
 - *External: Individual against individual: Abby versus Proctor, Abby versus the girls—especially Mary and Betty, the Putnams versus the Nurses, Proctor versus Parris, Proctor versus Putnam, the girls versus Parris, Tituba versus Parris; Individual against society: Parris versus the community, Proctor versus puritanism*
 - *Internal: Proctor (his own sense of morality and his guilt), Abigail (her need for acceptance and her need for power), Mary (her need for acceptance and her morality)*
2. In the crisis moment at the end of act one, Abigail confesses to witchcraft. She declares, "I want to open myself!...I want the light of God, I want the sweet love of Jesus! I danced for the Devil; I saw him; I wrote in his book; I go back to Jesus; I kiss His hand. I saw Sarah Good with the Devil! I saw Goody Osburn with the Devil! I saw Bridget Bishop with the Devil!" (1156). Explain her motivation. Identify at least two reasons why she "confesses." One reason should be explicit, one should be implicit.
 - **Explicit Reason:**
She claims that she wants to be released from the grasp of —the Devill and be washed in the —light of God. She believes that this false confession will free her from the punishment for dancing and conjuring in the forest.
 - **Implicit Reason:**

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<ul style="list-style-type: none">• Independent Practice (You Do)	<p><i>While not stated directly, Abigail also seeks power and prestige. She just witnessed how Tituba, a slave with virtually no power, was transformed into an instrument —chosen to help...cleanse...[the] villagell (1156). Abigail too has been belittled by the Salem community and suspected by her uncle. Like Tituba, she wishes to enjoy a reversal in fortune through which she may exercise the power she so desperately craves.</i></p> <p>3. Describe one action in act one that you believe will have serious implications later in the play. Briefly describe the action and then make a prediction: what are the ramifications (implications, consequences, effects) of this action for the characters involved and for other characters of the village at large? (Answers will vary)</p> <p>Discuss with the class what led to the girls accusing women of witchcraft at the end of Act I. Remind students of the sources regarding the causes of the mass hysteria in Salem in 1692.</p> <p>After reading Act 1, have each student complete the Act 1 Character Map. You may assign characters or allow students to pick. After students have completed this assignment, it might be beneficial to have them share their ideas with others who have the same characters and those who have different characters.</p> <p>Discuss with the class what led to the girls accusing women of witchcraft at the end of Act I. Remind students of the sources regarding the causes of the mass hysteria in Salem in 1692. Discuss credibility of sources and building an argument by making claims and acknowledge counterclaims.</p>
Summarizer/Closure/Evaluation of Lesson	<p>TOTD: Choose one of the statements from the anticipation guide that you feel strongly about. Write a well-developed paragraph in which you explain your position on that statement.</p> <p>OR:</p> <p>Students should evaluate the sources regarding the causes of mass hysteria in Salem in 1692 and use them to write an argument trying to persuade the 1692 population of Salem that there is no witchcraft. Use support from the various sources to back up your claim. Use <i>The Crucible</i> text for counterclaims.</p>

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ELA11.1.8

Learning Target(s):	I can: <ul style="list-style-type: none"> • analyze an author's choices regarding the development of literary elements in a story or drama (setting, plot, characterization) • analyze the impact of author's choices regarding the development of literary elements on the story or drama itself and/or the reader • recognize author's purpose, point of view, use of language, and rhetoric which contributes to meaning in the work
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Support Standards: <ul style="list-style-type: none"> • ELAGSE11-12RL1: 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. • ELAGSE11-12RL2: 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. • ELAGSE11-12RL7: 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.)
Resources for Instruction	<i>The Crucible</i> , Act 2, begins p. 1160 <i>The American Experience</i> text <i>The Crucible</i> video Audio recordings of <i>The Crucible</i> Murderous Minister Video The Accused Act 2 Organizer
Time Allocated	2 class periods
EQ	What are the effects of an author's choices regarding setting, order, and character development?
Activator/Connection/Warm Up	Show the Murderous Minister video clip (it is about 2:45). Provide a few minutes for students to comment on how this interpretation of Reverend Parris fits or does not fit with what they have learned about him to this point in the play.

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Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
- **Guided Instruction/Differentiated Instruction (We Do)**

Review the major events of Act 1. You can do this through think-pair-share, turn and talk, class discussion, etc. Remind students that we discussed some of the conflicts. Explain to students that as they read Act 2, they will learn more about the conflicts (struggles between opposing forces), both internal and external as the rising action of the plot develops.

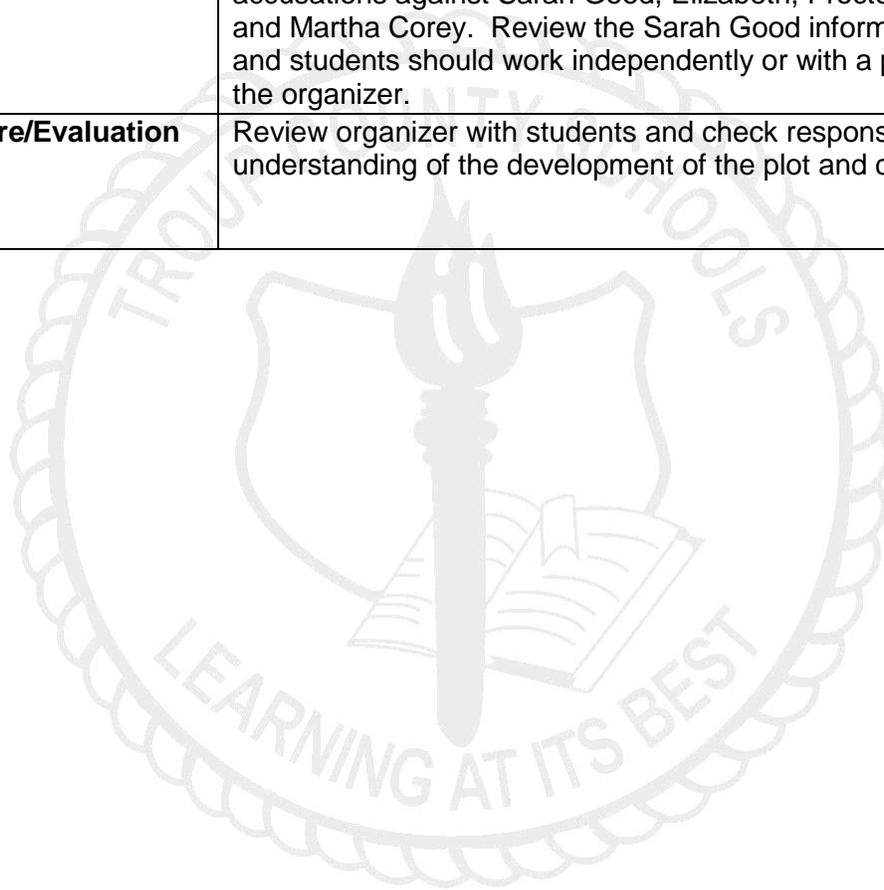
Read and/or view Act 2 of *The Crucible* with a focus on the development of the plot through the characters and conflicts. After reading Act 2, use the questions below to review and check comprehension and analysis.

1. Elizabeth responds to John's outrage by saying "The magistrate sits in your heart that judges you."
 - a. What does she mean?
Although John accuses Elizabeth of failing to forgive him, it is John who is judging himself because he is unable to forgive himself.
 - b. What figurative device does Miller use in this statement?
Miller personifies the conscience as a merciless judge who presides over the metaphorical courtroom of the heart.
 - c. What other "judges" are now operating in Salem? Provide at least two examples of people judging one another (not including John and Elizabeth). Why are they delivering these judgments? Explore possible motivations. *The girls, Reverend Hale, the Putnams, Mr. Walcutt, in addition to the formal judges of Hathorne and Danforth. Most are seeking power and revenge in their judgments. Hale and the formal judges have more complex motivations—they seek to maintain the respect they enjoy by their positions of power, but at this point in the play, they also seem to be seeking truth and justice, however compromised their means may be.*
2. Reverend Hale questions the Proctors about their faith. John explains his contempt for Parris as justification for not attending church services. Explain John's view of Parris as reflected in the line: "the man dreams cathedrals, not clapboard meeting houses."
Proctor is critical of Parris's Puritan faith. He believes that Parris does not value the humble, plain lifestyle that is symbolized by a meager yet functional wooden church or —meeting house, but instead has a taste for the indulgences of the Anglican and Catholic churches as symbolized by the cathedral.

Provide one piece of evidence from either act one or two that provides support for John's criticism of Parris.
Parris's repeated concern for his wages and his allotment of wood is evidence of his materialism.
Proctor's account of Parris's preaching —golden candlesticks is further evidence of Parris's pleasure in material goods (1170).
3. At the end of the act, John Proctor says, "It is a providence, and no great change; we are only what we always were, but naked now."
 - a. What does John mean? *John implies that people have always had selfish and destructive tendencies, but they*

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<ul style="list-style-type: none">• Independent Practice (You Do)	<p><i>kept them hidden. He claims that these trials have exposed people's motivations.</i></p> <p>b. What figurative device does Miller use in this statement? <i>Miller uses the metaphor of clothing to represent deception and nudity to represent revelation or exposure.</i></p> <p>c. Provide an example from either act one or act two that provides support for John's contention that people are becoming "naked now." <i>Answers will vary.</i></p> <p>After reading Act 2, have the students complete The Accused Act 2 Organizer which requires them to review and analyze the charges, accusers, motivations, and evidence for accusations against Sarah Good, Elizabeth, Proctor, Rebecca Nurse, and Martha Corey. Review the Sarah Good information that is filled in and students should work independently or with a partner to complete the organizer.</p>
Summarizer/Closure/Evaluation of Lesson	Review organizer with students and check responses to ensure understanding of the development of the plot and characters.



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ELA11.1.9

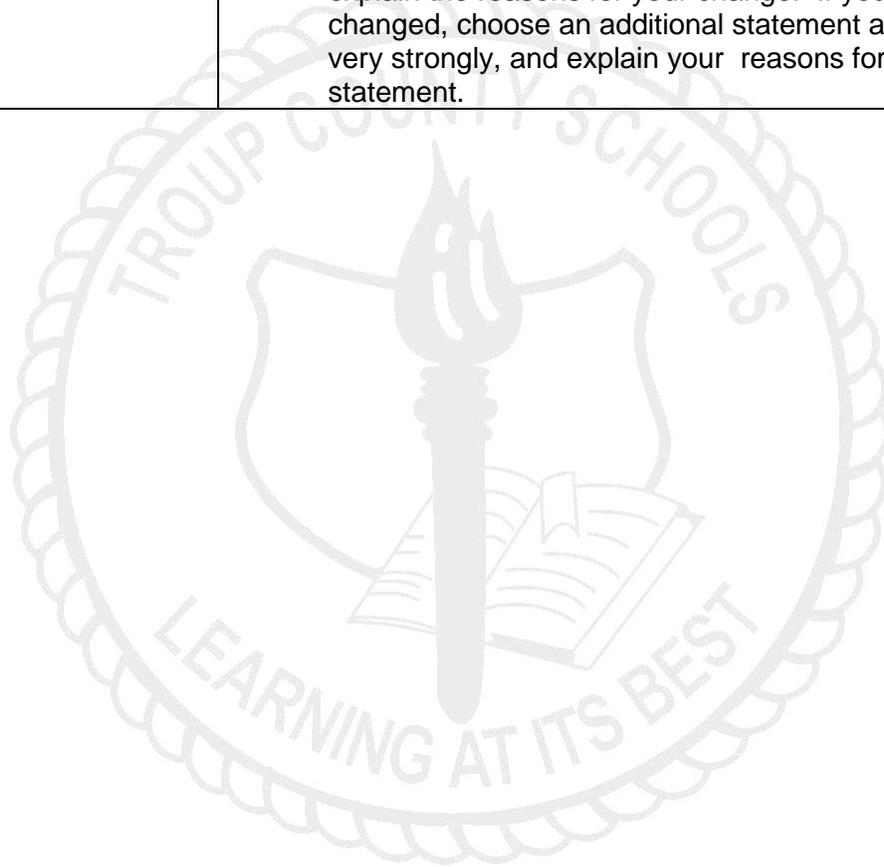
Learning Target(s):	I can: <ul style="list-style-type: none"> • analyze an author's choices regarding the development of literary elements in a story or drama (setting, plot, characterization) • analyze the impact of author's choices regarding the development of literary elements on the story or drama itself and/or the reader • recognize author's purpose, point of view, use of language, and rhetoric which contributes to meaning in the work
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Support Standards: <ul style="list-style-type: none"> • ELAGSE11-12RL1: 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. • ELAGSE11-12RL2: 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. • ELAGSE11-12RL7: 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.)
Resources for Instruction	<i>The Crucible</i> , Acts 3 and 4 (begins on p. 1186 in <i>The American Experience</i> text) <i>The Crucible</i> video Audio recordings of <i>The Crucible</i> How to Spot a Witch Analyzing Setting in <i>The Crucible</i> (use at the end of Act 3) Tragic Hero Information Tragic Hero Graphic Organizer or Version 2 (use at the end of Act 4) The Crucible Text-dependent Questions Act 4 with answers Tiered Newspaper Project
Time Allocated	4-6 days
EQ	How does literature reflect or shape society?
Activator/Connection/Warm Up	As you continue to read <i>The Crucible</i> within the context of the identified GSE standards, consider using activators such as the following: <ul style="list-style-type: none"> • Connect <i>The Crucible</i> to the Unit Themes Rebels & Rhetoric – “Who” or “What” is a rebel? How do rebels use rhetoric to strengthen their arguments? • Have students identify their level of agreement or disagreement with the following statement by using a technique such as Thumbs Up/Thumbs Down, lining up on a continuum, traffic light (red/yellow/green cards), www.polleverywhere.com, etc. <i>I understand how the characters' rhetoric persuades/motivates</i>

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	<p><i>them or others to accuse witchcraft in the village.</i></p> <ul style="list-style-type: none"> • Journaling: Write a complete paragraph on the following topic: <i>How would I feel if I were unjustly accused of something?</i> • How to Spot a Witch: Have students read and respond to this article. Alternatively, you could cut the article into sections and have different groups of students explain/paraphrase what they found out about the various ways to spot a witch. • Hollywood Blacklist-If you have technology, you can ask students to examine the Hollywood Blacklist, a list generated during the mid 20th for the purpose of denying employment to screenwriters, actors, directors, musicians, and other U.S. entertainment professionals because of their suspected political beliefs or associations. Artists were barred from work on the basis of their alleged membership in or sympathy with the Communist Party USA and refusal to assist investigations into the party's activities.
<p>Instructional Delivery</p> <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>As you continue to read <i>The Crucible</i> within the context of the identified GSE standards, consider using instructional strategies such as the following:</p> <p>At the beginning of Act 3, provide an opportunity for close reading of the stage directions describing the setting for act three. Instruct students to read and annotate the stage directions paying particular attention to Miller’s use of setting to convey atmosphere, characterization, and theme. Discuss the student annotations as a whole group. Then instruct students to analyze two details from the setting that strike them as particularly symbolic. Then have students break into pairs to review the setting descriptions of acts one and two noting similarities and differences with the description of act three. Finally, have each student write a paragraph that states and supports a claim regarding Miller’s thematic purpose for the settings so far in the play. See the handout entitled “Analyzing Setting” for a more detailed guide to this lesson. Read and/or view Act 3 as a class, independently or through using small groups/reading circles. Through the reading, employ strategies such as questioning, reading, viewing, brainstorming, cubing, etc.</p> <p>At the beginning of Act 4, provide instruction on the tragic hero. Depending on your students’ needs you may want to provide direct instruction using the material on p. 1216 in the textbook or you may want to have them read and discuss the additional article/information on tragic heroes. Read and/or view Act 3 as a class, independently or through using small groups/reading circles. Through the reading, employ strategies such as questioning, reading, viewing, brainstorming, cubing, etc. You may choose to just focus on several key speeches in Act 4 and provide students with an opportunity to analyze and respond to text-dependent questions on those passages.</p> <p>After students have finished the play, provide some additional instruction on tragedy and the tragic hero and have students explore the qualities that establish <i>The Crucible</i> as a tragedy. Provide students with a Tragic Hero Graphic organizer (choose the version that works best with your class based on your instruction of this concept). Break students into small groups within which they will build a case for one of</p>

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	<p>the following characters to be considered the tragic hero: John Proctor, John Hale, Giles Corey, or Elizabeth Proctor. After groups complete their investigation, foster a whole group discussion or debate in which the groups reveal their evidence for their tragic heroes.</p>
Summarizer/Closure/Evaluation of Lesson	<p>Throughout the reading of the play, continue to use summarizers such as:</p> <ul style="list-style-type: none">• Ticket Out The Door/Twitter tweet/ Formative Assessments• Assigned readings• Narrative Task assignments in which the students take on the point of view of a character and respond to an event in the play• Review the original anticipation guide. After reading the play, respond to the statements again with Agree or Disagree. Choose one statement on which your opinion has changed and explain the reasons for your change. If your opinions have not changed, choose an additional statement about which you feel very strongly, and explain your reasons for your view on that statement.



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ELA11.1.10

Learning Target(s):	By the end of this lesson, students will: <ul style="list-style-type: none"> • analyze the historical accuracy of <i>The Crucible</i> by Arthur Miller • analyze an author's choices regarding the development of literary elements in a story or drama (setting, plot, characterization) • analyze the impact of author's choices regarding the development of literary elements on the story or drama itself and/or the reader
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Resources for Instruction	Historical Documents on the Salem witch trials The Salem Witch Trials (use in earlier lesson) The Salem Witch Trials account from Eyewitness to History A Brief History of the Salem Witchcraft Trials The Crucible and McCarthyism The Crucible Argumentative Essay Prompts
Time Allocated	(After finishing <i>The Crucible</i>) 1 Day
EQ	What did Arthur Miller add to his story of the Salem Witch Trials that was not historically accurate? What impact do these choices have on the understanding of the events?
Activator/Connection/Warm Up	Ask students to make a list of movies based on historical events. What do many of these movies include which are not based on actual events?
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/ Differentiated Instruction (We Do) • Independent Practice (You Do) 	To be done after reading the play: Read one article related to the history of the Salem Witch trials with the class. Create a list of similarities between the play and the history. Assign students additional articles to read on the history of the Salem Witch Trials and have them identify major discrepancies. Discuss why Arthur Miller would make these choices that were not historically accurate. Additionally, you may want to assign the Write a response identifying one of Arthur Miller's choices that break from the historical accuracy of the event, and how that choice affects our understanding of the events. Cite evidence from the texts. At this point, you may also want to have students complete a summative assessment on <i>The Crucible</i> (e.g. argumentative essay, test, project, etc.)
Summarizer/Closure/Evaluation of Lesson	Analysis of Arthur Miller's choices

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ELA11.1.11

Learning Target(s):	I can: <ul style="list-style-type: none"> • analyze significant foundational US documents for key themes • discern the purposes of foundational US documents by analyzing theme and text structure • analyze rhetorical features of foundational US documents and evaluate their impact of meaning • analyze the combined role of themes, concepts, and rhetorical devices in foundational US documents • analyze rhetorical techniques used by authors in seminal US Documents such as Patrick Henry’s Speech in the Virginia Convention
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RI9: Analyze foundational US documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance. ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Support Standards: <ul style="list-style-type: none"> • ELAGSE11-12RI6: 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. • ELAGSE11-12SL3: 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.
Resources for Instruction	Slip or Trip Murder or Suicide Argument Skit Rhetorical Device PowerPoint Advertisements from magazines Patrick Henry’s “Speech in the Virginia Convention,” p. 99 Benjamin Franklin’s “Speech in the Convention” p.105 Rhetorical Analysis Worksheet for Henry and Franklin Joseph Galloway Speech or Thomas Gage’s Proclamation Patriot Vs. Loyalist Worksheet (This is designed to be used with Henry and Galloway. If you instead choose to use the Gage speech, you will need to modify it.)
Time Allocated	3 Days
EQ	What are the prevalent themes, purposes, and rhetorical features of U.S. (11 th) foundational documents of literary and historical significance? How does Patrick Henry use rhetorical devices to persuade his audience?
Activator/Connection/Warm Up	Use either Slip or Trip or Murder or Suicide activity to get the students’ attention about argument and use of evidence. These activities are great ways to teach claims, support, evidence, warrants, and counterclaims. Model one activity with the whole class and have students work

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	<p>independently or in groups for the other. The summarizer should be a one paragraph argument in which the students argue for murder or accident, murder or suicide.</p>
<p>Instructional Delivery</p> <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>Day 1: Provide direct instruction about the following terms that will be used in this lesson. You may want to use the Rhetorical Device PowerPoint.</p> <ul style="list-style-type: none"> • Rhetoric- The art of effective or persuasive speaking or writing • Position Statement – Your position, or belief, on an issue • Claims – Reasons that support your position • Counter claims – Argument against the support of an opposing position • Audience – The specific reader you have in mind for your argument • Purpose – The aim of your argument • Setting (Kairos) – The time, place, and situation of an argument • Emotion (Pathos) - Appealing to one’s sense of emotion • Logic (Logos) – Appealing to one’s sense of logic • Credibility (Ethos) - Appealing to one’s sense of trust <p>The Rhetorical device PowerPoint focuses on rhetorical appeals and how they are seen in today’s advertisements. The first few give a specific appeal for an advertisement. The last few ask students to decide for themselves what rhetorical appeal is being used in the advertisement. For independent practice students can create their own advertisement for their social action writing task.</p> <p>Explain to students that they will need to know these terms both for evaluating the arguments of others and for their own argumentative writing. You may want to spend some time at this point instructing about argument writing as it is a focal point for this unit and the students will need to write an argument in a future lesson.</p> <p>Day 2: Argument Skit and Magazines Advertisements Argument Skit: The argument skit is a great way to review the terms from day 1 and activate the learning for this class. A mother and daughter are arguing about whether or not the daughter should be able to go to a party. In the first version the daughter does not use any support, evidence, warrants or counterclaims. After performing the first version students should analyze the argument and discuss what was missing. The scene should then be performed again with students adding in the appropriate support needed to convince her mom she should be allowed to go to the party.</p> <p>Provide instruction on writing an argument as students will apply this knowledge in the next part of the lesson.</p> <p>Days 2-3: Read Patrick Henry’s “Speech in the Virginia Convention” and/or Ben Franklin’s “Speech in the Convention,” p. 105. Complete the Rhetorical Analysis Worksheet for one or both texts.</p> <p>Finally, all the rhetorical terminology should be applied to Patrick Henry’s “Speech in the Virginia Convention.” Read the first page aloud as a class; identify the use of rhetorical devices and what their effects would</p>

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	<p>have been on his specific audience. Next, students should read the rest of the speech independently continuing to analyze the use of rhetorical devices by Patrick Henry. Help students complete the 3 questions on the Patriot Vs. Loyalist handout related to Patrick Henry's speech. Provide opportunities to clear up any misconceptions and ensure student understanding of this speech.</p> <p>After students have read the Patrick Henry selection, have them read Joseph Galloway's Speech independently or in pairs and work with a partner to answer the Galloway questions on the Patriot Vs. Loyalist sheet. Students will then list pros and cons for going to war with Britain, citing evidence from the texts.</p> <p>Provide direct instruction on writing arguments. Depending on the needs of your students, have students write an argument using one of the following prompts:</p> <ul style="list-style-type: none">• Pretend you are a colonist who has just listened to both Patrick Henry and Joseph Galloway. Consider the pros and cons for going to war with Great Britain. Write an argument in which you support or argue against going to war with Britain. Use evidence from BOTH texts to support your argument.• After reading Patrick Henry's "Speech in the Virginia Convention," and Joseph Galloway's Speech (or Thomas Gage's "Proclamation") write an essay in which you analyze the rhetorical strategies used by the speakers and determine who gave the stronger argument. Cite textual evidence from BOTH sources.
Summarizer/Closure/Evaluation of Lesson	Independently or collaboratively: Students will pick one of the texts from this lesson and write a counterargument to the text. The teacher can use the Henry text to model how to write a counterargument, and then students can choose from one of the other texts.

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ELA11.1.12

Learning Target(s):	I can: <ul style="list-style-type: none"> • determine the author’s point of view and purpose of the Declaration of Independence. • analyze persuasive technique.
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RI6: 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. ELAGSE11-12RI9: Analyze foundational US documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features Support Standards: <ul style="list-style-type: none"> • ELAGSE11-12RI1: 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 Pre-requisite Learning: <ul style="list-style-type: none"> • Page 112 of <i>The American Experience</i> textbook “About the Selection” and “Background” • Concept of rhetorical strategies • Concept of purpose of an informational text • Concept argument writing
Resources for Instruction	Declaration of Independence by Thomas Jefferson, page 112 What is the Purpose? #1 What is the Purpose? #2 What is the Purpose? #3 What is the Purpose? #4
Time Allocated	2-3 days
EQ	What is Thomas Jefferson’s purpose in writing the Declaration of Independence? How is Jefferson’s rhetoric effective in persuading?
Activator/Connection/Warm Up	See page 112 “Activating Prior Knowledge” Set the scene for students: “Imagine that you are soldiers dressed in ragged clothes. It’s winter. Snow and ice surround you. A few of you have light jackets; some are barefoot. All are hungry, huddle in tents without floors. Badly defeated in the last battle, all you can think of is home. What spoken words could keep desperate soldiers such as yourselves fighting for independence?” Students should write answers to the question in first period, as a soldier in the Revolutionary War. Once adequate time is given, have students pair-and-share their answers. Inform students that the Declaration of Independence is one

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	document that could have provided motivation.
<p>Instructional Delivery</p> <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>I Do:</p> <ul style="list-style-type: none"> • Teacher begins reading The Declaration of Independence aloud to students as they follow along silently while stopping periodically to check for understanding. • Teacher asks review questions to the class on ethos, pathos, and logos. • Teacher shows students the What is the Purpose? handouts that will be used in class on the board and explains instructions. • Teacher walks through What is the Purpose? handout #1 with students, assigning groups to take on different responsibilities in #1-4 on the handout. (Note that the handouts are not the complete version found in the textbook.) <p>We Do:</p> <ul style="list-style-type: none"> • Students work in groups to complete the remaining 3 What is the Purpose? handouts. (Each group will complete 4 in total including #4 that is used as a model.) <p>You Do:</p> <ul style="list-style-type: none"> • Students work individually to respond to the question: <ul style="list-style-type: none"> ○ What reasons does Thomas Jefferson give for arguing that the colonies must break away from Great Britain? Cite 2 examples of textual evidence to support your answer.
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>Teacher will ask students to think back to the activator and put themselves in the shoes of soldiers. Individually or with group members, students will write a brief reply to Thomas Jefferson from the point of view of a Revolutionary war soldier. They may want to begin with: "I understand your purpose is to..."</p> <p>As an option for less writing, students may pair-and-share pretending to be a soldier and Thomas Jefferson or a soldier and someone interviewing the soldier.</p>

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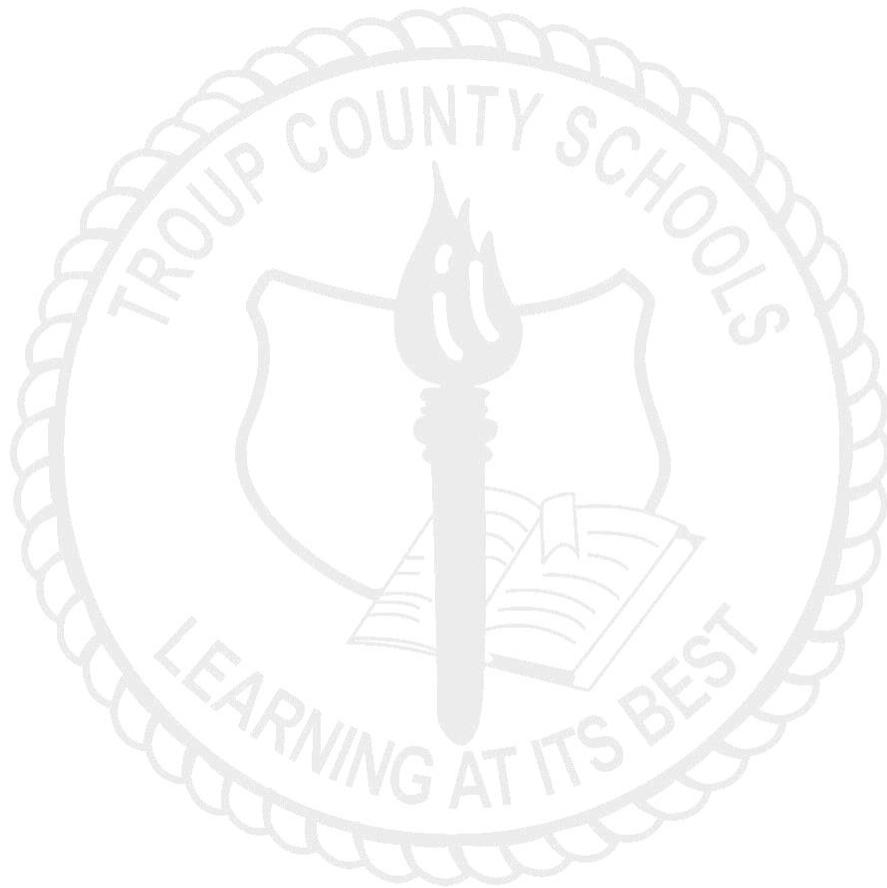
ELA11.1.13

Learning Target(s):	I can: <ul style="list-style-type: none"> • delineate and evaluate the claims and evidence in the text. • use strong and thorough textual evidence to support an analysis of the text.
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE11-12RI8: Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (eg, in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (eg, The Federalist, presidential addresses). Support Standard: <ul style="list-style-type: none"> • ELAGSE11-12RI1: 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.
Resources for Instruction	Thomas Paine's The American Crisis No. 1, p. 117 Claims in The Crisis, No. 1 Integrating Quotations into Sentences worksheet Thomas Paine background information
Time Allocated	1-2 days
EQ	How do I delineate and evaluate reasoning in seminal U.S. texts?
Activator/Connection/Warm Up	Write an argumentative paragraph about a crisis you see in your life. Students will exchange papers and identify their peers' major argument and supporting evidence. Students will share their responses for class discussion.
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/ Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>I do: Teacher will provide background on Thomas Paine's and The American Crisis. Teacher can model how to read the text critically, summarize, annotate the text, and cite textual evidence using this background text and the integrating quotations worksheet.</p> <p>Teacher will read the first paragraph of Crisis No. 1 and model how to complete the graphic organizer by determining the claims made in the first paragraph, identifying the major claim, and evaluating quotes for the 2-3 that BEST support the major claim.</p> <p>We do: Students will work in collaborative pairs to complete the graphic organizer for paragraphs 2-5 as the teacher monitors. Students can then write their major claims/supporting quotes on butcher paper around the room that can be used to compare/contrast their ideas, or students can be randomly chosen to share their claims and supporting quotes.</p> <p>I do: Students will independently write an objective summary of the entire essay that includes the major claim and two quotes that best support that claim. This will be evaluated using the two point rubric.</p> <p>This lesson was adapted from the Utah Education Network.</p>

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**Summarizer/Closure/Evaluation
of Lesson**

Students will write a Tweet or create an Instagram pic from Paine's point of view in The American Crisis No. 1.



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Learning Target(s):	I can: <ul style="list-style-type: none"> identify and evaluate a speaker's use of negative persuasive techniques in political advertisements.
Priority Standards: <ul style="list-style-type: none"> Support Standards Pre-requisite Learning 	Priority Standards: ELAGSE11-12SL3: 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.
Resources for Instruction	Political Flyers: YouTube Political Videos
Time Allocated	1 day
EQ	How are negative persuasive techniques used in various context?
Activator/Connection/Warm Up	List or project the following terms on the board and ask students to turn and talk with a partner for 2 minutes about what they think these terms mean before giving them notes. <ul style="list-style-type: none"> Red Herring Bandwagon Ad hominem False Causality Over-generalization
Instructional Delivery <ul style="list-style-type: none"> Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) Guided Instruction/Differentiated Instruction (We Do) Independent Practice (You Do) 	<p>Explain definitions of negative persuasive techniques. Provide students with the following definitions:</p> <ul style="list-style-type: none"> Red Herring - An idiom that refers to a logical fallacy that misleads or detracts from the actual issue. Bandwagon – If everyone else believes something, you will too. Ad hominem – Argument made personally against an opponent instead of against their argument. False Causality – An assumption that because A happened before B, A caused B Over-generalization: A conclusion based on too little evidence <p>Show examples using political fliers from Google images</p> <p>We do: Watch the following collection of political advertisements (YouTube Political Videos) and identify the negative techniques being used.</p> <p>Student: Students will be assigned a political flyer either from teacher's own collection or from Google images.</p> <p>Students should answer the following questions about the flyers:</p> <ul style="list-style-type: none"> What is the purpose? Who is the target audience? What rhetorical techniques are being used in the flyer?

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	<p>You do: Assign Persuasive Advertisement Visual</p> <ul style="list-style-type: none">• Students should create their own persuasive advertisement to hang up around the school. The advertisements should persuade students to stop certain actions or take action on certain teen issues.
Summarizer/Closure/Evaluation of Lesson	Students will be assessed on their use of rhetorical strategies in their Persuasive Advertisement Visual.

