

Secaucus Board of Education

English 9 Survey of Literature Course Codes: 1110, 1120, 1130 & 6151 *English Language Arts Literacy*



Born on October 2016

Aligned to the NJSLS-ELA adopted 2016

Aligned to the Technology and 21st Century Life and Careers Standards adopted 2014

Adopted by the Secaucus Board of Education on December 22, 2016

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner, that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

Emphasis in English 9 is given to the basic units of communication - the sentence and the paragraph. The course is a survey of the various literary genres: the short story, the essay, the poem, the dramatic work, and the novel. Furthermore, students will build upon their grammatical and vocabulary lexicons and oral presentation skills to build their communication skills in individual and group activities. This course offers challenging activities that engage the imagination and stimulate academic growth and creativity.

This course will provide students with a comprehensive overview of classic and contemporary literature selections, supported by skills instruction and practice in grammar and writing skills. Literary concepts and active reading strategies are reinforced with various novels, plays, stories, poems and theme-related readings. Students will be given opportunities to delve more deeply into literature searching for complex themes and relationships and to support their assertions with textual references. This course requires students to understand, and apply in written and oral discussions, the academic language of the discipline. *The Language of Literature* text used in this course takes a step-by-step approach to the writing process that helps teach students how to think critically about what they read, incorporate important grammar and vocabulary skills.

Over the course of the year...

- ★ Students will immerse themselves in reading and responding to text of increasing complexity as outlined by the New Jersey Student Learning Standards for English Language Arts.
- ★ Students will explore, in depth, the elements of fiction and analyze their effects as illustrated in specific literary selections.
- ★ Students will focus on the elements of specific literary genres and apply this knowledge of form to the selected pieces.
- ★ Students will master vocabulary from specific literary selections.
- ★ Students will practice researching and writing comparatives essays focusing on fictional characters from different novels and media, and different authors' treatments of specific themes.
- ★ Students will practice various modes of writing and hone their revision skills in order to create compositions that maximize the

clearest written communication of thought.

- ★ Students will become familiar with narrative, argumentative, expository, informative and poetic writing.
- ★ Students will explore interdisciplinary connections, combining together reading and writing with art, music, history and science.
- ★ Students will also have opportunities to present to their peers, participate in debates, and engage in Socratic seminars.
- ★ Students will develop the necessary reading, writing, listening, speaking and viewing skills necessary to ensure that they will be successful on state assessments, in college, and in their future careers.

Interdisciplinary Connections

- ✓ WWII
- ✓ Elizabethan England
- ✓ Vietnam War
- ✓ Ancient Greece
- ✓ Communism
- ✓ Collapse of Berlin Wall and the Soviet Union
- ✓ Russian Revolution
- ✓ Civil Rights Era
- ✓ Dustbowl
- ✓ Irish Civil War

Course Modifications (ELLs, Special Education, Gifted and Talented)

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit:	<i>The Power of Storytelling</i>			
Timing:	Approximately five weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS		NJSLS	NJSLS
	RL.9-10.1	RI.9-10.1	W.9-10.1A,B,C,D,E	SL.9-10.1.A,B,CD
	RL.9-10.2	RI.9-10.2	W.9-10.2	SL.9-10.2
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	
RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	
RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	
RL.9-10.7	RI.9-10.7	W.9-10.8,		
RL.9-10.9	RI.9-10.8	W.9-10.9A,B		
RL.9-10.10	RI.9-10.9	W.9-10.10		
Technology	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2			
Career Ready Practices	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11			
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> What are the universal themes that recur throughout literature? 	Students will be able to: <ul style="list-style-type: none"> ❖ Make personal connections, make connection to other texts, and 	Review the elements of the short story (Honor’s students read “The Importance of the Single Effect in a Prose Tale” by Edgar Allan Poe) All students read: A Short History of the Short Story Terminology for unit : character, characterization, figurative language, irony (e.g., dramatic, situational, verbal), narrator,		

<ul style="list-style-type: none"> • Why do we read stories? • How do stories teach us about ourselves? • How might being able to recognize literary features help in appreciating literature? • How does word choice affect meaning? • How does the study of literature help individuals construct an understanding of reality? • Why is it important for people and cultures to construct narratives about their experience? • How do works from a given period reflect historical and social events and conditions? 	<p>or/make global connections where relevant</p> <ul style="list-style-type: none"> ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Use the text to draw conclusions about the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Understand the relationship between a series of ideas or events that are connected ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning 	<p>parable, plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement), point of view, sensory, imagery, setting, style, symbol, theme, tone, etc.</p> <p>Choose from the following short stories and nonfiction selections in order to teach theme, irony, plot structure, characterization, conflict, satire, symbolism, allusion, foreshadowing and tone.</p> <ul style="list-style-type: none"> • "The Most Dangerous Game" Richard O'Connell paired with the NY Times article by Liam Stack- "Big Game Hunting Is Also Big Business for Wealthy Few" • "The Cask of Amontillado" by Edgar Allan Poe paired with the story behind "The Cask of Amontillado"Biography's Thirteen True Stories Behind Edgar Allan Poe's Terror Tales • "The Possibility of Evil" by Shirley Jackson paired with The Guardian article "Poison-pen Comments on the Internet Are Not a New Phenomenon, but a Very Old Human Frailty" • "Two Kinds" by Amy Tan paired with an excerpt from Chapter 9 of Amy Chua's Battle Hymn of the Tiger Mother • "The Gift of the Magi" by O. Henry paired with The Atlantic's article- "The Gift of 'The Gift of the Magi'" • "The Princess and the Tin Box" by James Thurber paired with Thurber's cartoons • "The Necklace" by Guy de Maupassant paired with scientific information on gemstones and geology • "The Sniper" by Liam O'Flaherty paired with historical background information PBS Frontline: Behind the Mask: The IRA and Sinn Fein <p style="text-align: right;"><u>Sample Assignment 1</u></p>
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	<ul style="list-style-type: none"> ❖ Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Critically examine how word choice impacts meaning ❖ Critically examine how word choice impacts tone ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Present information clearly, concisely, and logically ❖ Use correct eye contact ❖ Speak with clear pronunciation ❖ Know and use standard English spelling conventions ❖ Apply knowledge of language to make effective choices to shape the meaning and style ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) 	<p style="text-align: center;"><u>Response to Literature Using Textual Support</u></p> <p>“The Most Dangerous Game” PROMPT: In the story, “The Most Dangerous Game” by Richard O’Connell, Rainsford learns that General Zaroff’s version of “big-game” hunting is very different than that of the normal hunter.</p> <ul style="list-style-type: none"> ● According to General Zaroff, why is Rainsford the ideal prey? ● Do you think Rainsford’s attitude towards hunting changes throughout the story and why? <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Making Connections: The Expository Essay</u></p> <p>“The Possibility of Evil” PROMPT: Evil can sometimes lurk in the most unlikely of places. Choose one of the following quotes to relate to Shirley Jackson’s short story, “The Possibility of Evil.”</p> <ul style="list-style-type: none"> ● "All human beings ... are commingled out of good and evil." ~Robert Louis Stevenson, <i>Dr. Jekyll and Mr. Hyde</i> ● "Evil is always possible. And goodness is eternally difficult." ~Anne Rice, <i>Interview with the Vampire</i> ● "All things truly wicked start from an innocence." ~Ernest Hemingway, <i>A Moveable Feast</i> ● "Why was so much evil pleasant, pretty on the outside, like poisoned candy?" ~Laurell K. Hamilton, "Here Be Dragons" ● "All concerns of men go wrong when they wish to cure evil with evil."
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	<ul style="list-style-type: none"> ❖ Interpret and analyze the use of figurative language within a text ❖ Acquire general academic words from content-specific written texts ❖ Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	<p style="text-align: center;">~Sophocles, <i>The Sons of Aeus</i></p> <p>Use information from the story and other examples from literature, history, science, film, or your own experience or observation, write an essay explaining what one of these quotes means to you and how it relates it to the character, actions, and motive of Miss Adela Strangeworth.</p> <p style="text-align: center;"><u>Sample Assignment 3</u> <u>Debate</u></p> <p>“The Cask of Amontillado”</p> <ul style="list-style-type: none"> ● Identify examples of all three types of irony found in the story. Then think about how Poe uses irony to throw off the reader, keeping him/her unbalanced and not sure of Montresor and his intentions. It also serves to make the reader question the narrator of the story. Hold a class debate in which students argue whether Montresor is reliable or is he insane. ● Students can also explore “point of view” by retelling the events through the eyes of Fortunato. <p style="text-align: center;"><u>Sample Assignment 4</u> <u>Parody and Satire</u></p> <p>“The Princess and the Tin Box”</p> <p>Are diamonds really a girl’s best friend? For that matter, do clothes really make the man? We all know people who are superficial or shallow, concerned only with appearance rather than substance. In this takeoff on a fairy tale, James Thurber presents just such a person: a rich, spoiled princess.</p>
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		<p>ACTIVITY: With a partner, create a “portrait” of a superficial person, using both words and images. Make your portrait as serious or as comically exaggerated as you like, but be sure to communicate how your subject thinks and acts. You can even outfit him or her in whatever clothes and accessories you think appropriate. After you’ve finished, pair up with another group and take turns presenting your portraits.</p>
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><i>Models for Writers: Short Essays for Composition</i> 11th edition</p> <p><u><i>The Language of Literature</i> Textbook</u></p> <p><i>Literature in Performance</i> Video</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>Audio Library</p>	<p>“Thurber, Addams and My Funny Bone” by John R. MacArthur</p> <p>The Guardian</p> <p>The New York Times</p> <p>Biography</p> <p>ABC’s What Would You Do: Tiger Mother episode</p> <p>The Irish Civil War: A Brief Overview</p> <p>“The Importance of the Single Effect in a Prose Tale”</p>

Unit:	<i>The Essay</i>			
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS		NJSLS	NJSLS
	RL.9-10.1	RI.9-10.1	W.9-10.1A,B,C,D,E	SL.9-10.1.A,B,CD
	RL.9-10.2	RI.9-10.2	W9.-10.2	SL.9-10.2
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	
RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	
RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	
RL.9-10.7	RI.9-10.7	W.9-10.8,		
RL.9-10.9	RI.9-10.8	W.9-10.9A,B		
RL.9-10.10	RI.9-10.9	W.9-10.10		
Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> What is the connection between reading and writing? 	Students will be able to... <ul style="list-style-type: none"> ❖ Organize what they have to say to make their meaning clear to their audience. 	Students will explore, read, analyze, and compose different types of essays including, but not limited to, the argumentative essay, the descriptive essay, the expository essay, the narrative essay, and the review/critique.		

<ul style="list-style-type: none"> • How can punctuation affect the meanings we derive from a text? • What is process writing? • How can effective word choice improve our writing? • How do expository and narrative writing differ? • How do effective writers use narrative strategies in expository writing? • Why is it useful to reflect upon and write about our lives? • How can nonfiction writing be creative? 	<ul style="list-style-type: none"> ❖ Distinguish between “showing” and “telling”. ❖ Distinguish text that provides strong support from unsupported, uncertain or insufficient text ❖ Evaluate cumulative impact of word choice ❖ Critically examine formal vs. informal tone ❖ Develop a strong formal style appropriate for the task ❖ Maintain a tone that is free of bias ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose ❖ Choose precise words and domain-specific vocabulary ❖ Introduce a topic arranging ideas, concepts, and information to show interrelationships ❖ Format effectively 	<p>Writing techniques, figurative language, and the essay structure will be taught throughout the marking period. Each essay will have specific requirements and, as students master each writing technique and figurative language device, essays will become more complex as the requirements are cumulative. Furthermore, grading rubrics should be distributed for each writing assignment as to encourage student revision and editing with specific goals for improvement.</p> <p>Continue to teach writing and grammar by using workshops, mini lessons, peer reviews, and revision and editing throughout the marking period and the writing process. Grammar and style problems that need to be addressed will vary between each individual class and should be differentiated.</p> <p>Please choose from the following titles to teach the various modes of writing required at this grade level. Later in the curriculum, several other selections (not listed here), from <i>Models for Writers: Short Essays for Composition</i>, have been paired with other novels, stories, and plays.</p> <ul style="list-style-type: none"> • “Be Specific”, Natalie Goldberg-- The challenge and job of writing, says this writing guru, are in the details. • “The Most Important Day”, Helen Keller-- The celebrated deaf and blind writer recalls her discovery of language. • “My Name”, Sandra Cisneros-- A Chicana writer explores the many facets of her inherited name. • “Childhood”, Alice Walker-- This Pulitzer Prize-winning poet, novelist, and essayist shares her childhood memories of planting and harvesting, a love of which she passes to her daughter. • “The Barrio”, Robert Ramirez-- A Hispanic writer paints a vivid and sensuous picture of the district called the barrio.
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<ul style="list-style-type: none"> • What strategies make narrative writing appealing to the audience? • How does a writer use language devices (diction, imagery, symbolism, figurative language) for specific effects? • How can varied sentence construction improve the effectiveness of writing? 	<ul style="list-style-type: none"> ❖ Develop a topic ❖ Use transitions to link together the major sections of the text ❖ Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ❖ Use technology proficiently for production, publication, and collaboration ❖ Write a concluding paragraph or section that supports the information presented ❖ Choose a formal style and objective tone ❖ Decide what organization is most effective for purpose, audience, and task ❖ Incorporate facts, definitions, details, quotations and other information as needed ❖ Identify writing task type and its organizational structure ❖ Identify and understand the writing purpose ❖ Determine and address the audience appropriately 	<ul style="list-style-type: none"> • “A View from the Bridge”- An encounter with a young fisherman teaches the author a lesson in what it means to see. • “Polaroids”, Anne Lamott-- The popular author equates writing to developing a Polaroid picture. • “Let’s Think Outside the Box of Bad Cliches”, Gregory Pence-- A professor points out that trite expressions often indicates a lack of clear, original thought. • “Buying a House”, Sean Prentiss-- A young writer embarks on his first house hunt and reflects on what the structure means for the rest of his life. <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Interdisciplinary Descriptive Essay</u></p> <p>This lesson will pair English with Photography. Start this lesson by explaining the descriptive essay and ensuring the students have a clear and concise understanding of such. Full description and notes can be found here- Descriptive essay notes</p> <p>Students should also understand <u>Figurative Language</u> because descriptive writing is one of the outlets for the use of this.</p> <p>Open class discussion by asking students if they’ve ever taken an “awesome” picture of something or somewhere. If students have a hard time answering this question talk to them about a place they have visited that was breath-taking or something they will never forget. Perhaps a “mental-picture” that lingers in their mind. Have the students write about this experience and explain what details made it so “awesome” or “breath-taking”.</p> <p>Have students read the following essays:</p> <ul style="list-style-type: none"> • “Polaroids” by Anne Lamott • “The Barrio” by Robert Ramirez
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	<ul style="list-style-type: none"> ❖ Understand and utilize appropriate style ❖ Develop and use appropriate planning templates ❖ Understand and utilize revision techniques ❖ Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ❖ Use technology proficiently for production, publication, and collaboration ❖ Synthesize and summarize information ❖ Utilize quotes within writing to further claims ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Collaborate with peers ❖ Vary sentence structure to convey specific meaning and interest in writing and presentation ❖ Know and use standard English spelling conventions 	<ul style="list-style-type: none"> ● "Buying a House" by Sean Prentiss ● "Childhood" by Alice Walker <p>While students are reading these essays have them jot notes explaining what or why these are considered descriptive essays.</p> <p>After this students will have a discussion about photography and capturing a moment. The photography teacher will provide the students with pointers and examples. Students can then be given a specific item or can choose from the following list to capture:</p> <ul style="list-style-type: none"> ● Nature ● Family ● School ● Friend ● Natural phenomenon ● Awkward moment or scene ● Something awe-inspiring <p>Once students have their captured moment they will then write a descriptive essay explaining the story behind the picture. Students should be given specific guidelines and a rubric of what is required and must be included (for example, different types of figurative language required).</p> <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Argumentative Essay</u></p> <p>Start this lesson by explaining the Argumentative essay and ensuring the students have a clear and concise understanding of such. Full description and notes can be found here- Argumentative Essay Notes</p>
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	<p>❖ Apply knowledge of language to make effective choices to shape the meaning and style</p>	<p>Students should write briefly about the following: Is there any topic that you feel very strongly about? Think about a topic that when brought up you can't seem to keep your mouth shut. Some topics may be animal rights, politics, feminism, war, gender/race inequality, etc. Write briefly about the topic that gets your heart pumping a little faster than you're used to. Discuss why this topic puts you on edge and what your true feelings about it are. Do you think it is right, just, fair or okay? Does something need to change or give for this topic to settle and for people to move on?</p> <p>Further examples could be the recent news stories involving Police and the Black Lives Matter campaign. http://blacklivesmatter.com/ http://bluelivesmatter.blue/</p> <p>If teachers choose to discuss this topic- understand and be prepared for different viewpoints. Teachers should preempt the discussion by reminding students to respect and listen to each other's opinions.</p> <p>Have students read or listen to "I Have a Dream" by <u>Martin Luther King Jr.</u> After reading, students should discuss King's meaning and purpose while writing/reciting this speech.</p> <p>Have the students take their pre-writing assignment and write a clear and concise essay arguing their point. Be sure to provide them with guidelines and remind them to follow the rules of writing an argumentative essay properly.</p> <p>A lighter option is to read "What Pro Sports Owners Owe Us" by Dave Zirin. Teachers can create a lighter atmosphere and even add humor with use of this essay in the classroom.</p>
Assessments:	Materials:	Resources:

<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><i>Models for Writers: Short Essays for Composition</i> 11th edition</p> <p><i>Writer's Inc: A Student Handbook for Writing and Learning</i></p> <p><i>Writer's Inc</i> Teacher's Manual</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Purdue Online Writing Lab (OWL)</p> <p>Guide to Grammar and Writing</p> <p>Free Bibliography Generator</p> <p>The New York Times: 500 Personal and Narrative Writing Prompts</p>
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Unit:	Shakespeare's World and <i>Romeo and Juliet</i>			
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS		NJSLS	NJSLS
	RL.9-10.1	RI.9-10.1	W.9-10.1A,B,C,D,E	SL.9-10.1.A,B,CD
	RL.9-10.2	RI.9-10.2	W9.-10.2	SL.9-10.2
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	
RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	
RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	
RL.9-10.7	RI.9-10.7	W.9-10.8,		
RL.9-10.9	RI.9-10.8	W.9-10.9A,B		
RL.9-10.10	RI.9-10.9	W.9-10.10		
Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> What is worth fighting for? 	Students will be able to: <ul style="list-style-type: none"> ❖ Identify and analyze the focal themes of the unit (love and sacrifice, actions and 	Watch video (A&E Biography: Shakespeare) and take background notes on Shakespeare's life and times.		

<ul style="list-style-type: none"> • What is worth dying for? • How powerful is family loyalty in inspiring people to action? • What is love? • Which human behaviors remain constant throughout time, culture and geography? 	<p>consequences, fate and free will) within the play and their enduring presence throughout literature and life.</p> <ul style="list-style-type: none"> ❖ Describe Shakespeare’s stage and the times that he lived in ❖ Gain familiarity with Shakespeare’s style and language by blocking, rehearsing, and performing a scene from R&J in groups. ❖ Identify and interpret examples of literary techniques, including symbolism, theme, and paradox. ❖ Critically compare and contrast the play with the movie adaptations as well as critically analyze them. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text 	<p>Discuss his enduring themes and contribution of words and phrases to modern language.</p> <p>Read the play from a psychoanalytic, philosophical and social perspectives to develop their understanding of character motivations, universal norms and situational challenges</p> <p>Watch and compare the differences between the 1968 and 1996 movie versions of the play.</p> <p><u>View/Listen</u> and <u>analyze the lyrics</u> of Stephen Sondheim’s song “Somewhere” from West Side Story and connect with R&J</p> <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Recurring Imagery and Themes</u></p> <p>Choose one of the following: Prompt #1 – Two of the major, repeating images in <i>Romeo and Juliet</i> are flowers and birds. Mention of these items seems to occur throughout the play, usually in metaphor or simile form, and often refer either to Romeo, to Juliet, or to their relationship. Write an essay where you examine both images of flowers and birds separately. Your concrete details will consist of specific examples from the play (so a CD might look like this: “One metaphor involving flowers comes in Act I when Romeo says, “...”). Some of these metaphors/similes are pretty long, so if you want to use a long example (anything more than 2-3 lines) but don’t want to copy the entire thing, either use ellipses (...) to trim it down, or use a CD that looks like this (“In Act I Romeo talks about flowers in a</p>
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	<ul style="list-style-type: none"> ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. 	<p>long metaphor that begins, "...") Your commentaries will examine/interpret the metaphor/simile and explain its significance to that particular scene and/or the entire play.</p> <p>Prompt #2 Love is a universal topic that has been explored throughout time and in every medium imaginable. In Shakespeare's <i>The Tragedy of Romeo and Juliet</i>, the topic of love runs throughout the play and is illustrated from many different perspectives. For example, there is unrequited love, romantic love, parental love, love between friends, and the love of family honor. Each of these emotions has an essential role in the events that unfold in the play, and each speaks to a central theme of the play. Write a fiveparagraph interpretive essay in which you explore the type of love you found most significant in <i>Romeo and Juliet</i>. Your essay should include a theme statement that expresses your interpretation of the author's message about love as it applies to people in general as well as character from the play. Be sure to include at least 2 concrete details per body paragraph. Your commentary for each concrete detail needs to be significant, provide insight, and may not simply summarize the quote in your own words.</p> <p>Prompt #3 The Friar agrees to marry Romeo and Juliet hoping that this union will end decades of feuding. Yet he warns of the dangers of quick love by saying, "Wisely and slow. They stumble that run fast" (II, iii, 94). In a fourparagraph essay show how everyone in the play is guilty of going too fast. You can either dedicate each body paragraph to discussing different characters, one character at different parts in the play, OR a combination of the two. Your concrete details will consist of specific</p>
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	<ul style="list-style-type: none"> ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products 	<p>examples from the play. Be sure to explain the significance of each quote with well developed commentary.</p> <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Shakespeare Today</u></p> <p>Rewrite a scene from <i>Romeo and Juliet</i>. Update it to modern times. Change the location.</p> <ul style="list-style-type: none"> • Prewriting – Look back over the play and select a scene full of action and emotion. • Prewriting – Think about potential settings for the updated scenes. When brainstorming, write down any possibility, no matter how ridiculous. Some good possibilities are the duel between Mercutio and Tybalt, the meeting of Romeo and Juliet, the balcony scene, and the suicide scene. • Drafting – Change the language. This includes grammar, speech, vocabulary, and even names. • Drafting – Don’t forget stage directions (it is a play, after all). Adding stage directions allows the writer to more clearly convey the scene. • Revising – Analyze character motivation. Make sure your characters’ motivations are consistent with their actions. Pay special attention to dialogue.
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	<ul style="list-style-type: none"> ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words 	<ul style="list-style-type: none"> ● Revising – Make sure the language reflects a modern setting. ● Revising – Look at stage directions as a means to dramatize the action. ● Revising – Make sure the characters are still recognizable as Shakespeare intended them. <p style="text-align: center;"><u>Sample Assignment 3</u> <u>Creative Writing</u></p> <ul style="list-style-type: none"> ● Write the entry that Juliet would make in her diary on the night of her first meeting with Romeo. Try to write in the style of the play. ● Imagine you are either the Nurse or Friar Laurence. What would be the main things you would say about Romeo and Juliet's relationship? How would you justify your part in the affair to Prince Escalus during his inquiry? (Remember to capture the personality of either the Nurse or the Friar in your response.) Try to write in the style of the play. ● Write the letter that Friar Laurence wrote Romeo that Friar John could not deliver. Try to write in the style of the play. ● Imagine that you have interviewed Mercutio on the subject of love and his impressions of Romeo in love. Write what Mercutio would say to you. Try to capture Mercutio's character in your writing. His language is crude, lively, forceful and energetic. Weave some phrases from the play into your writing.
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	<ul style="list-style-type: none"> ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<ul style="list-style-type: none"> ● What would be the effect of a happy ending on the play as whole? Write your version of a happy ending to the play. You will need to consider which sections of Act V will need to be changed. ● Imagine Juliet or Romeo or their parents wrote to a newspaper’s “agony column” like “Dear Abby”. Choose a character, write the letter they might have written and also the reply they might be given. <p style="text-align: center;"><u>Sample Assignment 4</u> <u>Let’s Party!</u></p> <p>Throw a masquerade party. Students will make their own original masks. In preparation for this event, students will create a soundtrack for the play, burn it on a CD, and package it as if they were pitching it to a music executive. For each song, students will write a blurb explaining why (and possibly where in the play) the song fits, citing specific lines from the song’s lyrics and their connection to the themes in Romeo and Juliet. These soundtracks will provide the music for the party</p>
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><u><i>The Language of Literature</i> Textbook</u></p> <p>Literature in Performance Video</p> <p>Audio Library</p> <p>Romeo and Juliet (1968), dir. Franco Zeffirelli</p> <p>Romeo + Juliet (1996), dir. Baz Lurhmann</p>	<p>Penguin Teacher’s Guide</p> <p>Supplemental Unit Activities</p> <p>Unit Plan</p> <p>Juliet vs Laura: Analyzing Sonnet Structure in <i>Romeo and Juliet</i></p>

	West Side Story (1961), dir. Jerome Robbins, Robert Wise Interactive Whiteboard DVD/video player Laptops with Internet access Audio Library	Comparing Primary Source Documents and <i>Romeo and Juliet</i> Pre-Reading Performing and Analyzing the Prologue Editing as Close-Reading: Cutting and Performing Complex Texts Famous Death Lines: Pre-reading on Your Feet
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Unit:	<i>Night</i> by Elie Wiesel			
Timing:	Time Frame: Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS		NJSLS	NJSLS
	RL.9-10.1	RI.9-10.1	W.9-10.1A,B,C,D,E	SL.9-10.1.A,B,CD
	RL.9-10.2	RI.9-10.2	W9.-10.2	SL.9-10.2
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	
RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	
RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	
RL.9-10.7	RI.9-10.7	W.9-10.8,		
RL.9-10.9	RI.9-10.8	W.9-10.9A,B		
RL.9-10.10	RI.9-10.9	W.9-10.10		
Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> What does it mean to be human? 	<ul style="list-style-type: none"> ❖ Read, evaluate, and discuss Holocaust and Genocide related literature ❖ Further their understanding of the effects of racism and Anti-Semitism 	Call on student's prior knowledge of the Holocaust from their studies in US II and their reading of either <i>The Book Thief</i> , <i>The Devil's Arithmetic</i> , or <i>The Diary of Anne Frank</i>		

<ul style="list-style-type: none"> ● How do works from a given period reflect historical and social events and conditions? ● How can one be an individual in a conformist society? ● How can one cope with experiencing absolute evil? ● Where does one draw the line between obeying the law or obeying one's conscience? ● What is the role and responsibility of the individual in society? 	<ul style="list-style-type: none"> ❖ Gain awareness of the existence of genocide today ❖ Ask and discuss difficult questions about intolerance and inequality ❖ Question the responsibility of individuals to help sustain civil rights ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization 	<p>Read the memoir <i>Night</i>, by Elie Wiesel about his experience in the Auschwitz concentration camps paying special attention to Wiesel's loss of self, loss of faith and loss of concern for those around him as he learns the difficult lessons that this struggle teaches him.</p> <p>Class discussion of totalitarian regimes throughout history and in literature</p> <p>Pre-reading analysis of poem: "First They Came for the Jews" by Pastor Niemoller</p> <p><u>A collection of music files appropriate to a study of the Holocaust.</u></p> <p>Intensive historic discussion, viewing of photographs and videos from the era; discussion of Wiesel's themes of survival, coping, loss and grief, the cruelty of man and the philosophical question: is man ultimately good or evil?</p> <p>Watch <u>Oprah's interview with Elie Wiesel</u></p> <p>Watch HBO's <i>Band of Brothers</i> episode "Why We Fight"</p> <p>If time permitting, view <i>Life is Beautiful</i> and compare and contrast the father/son relationship in both the movie and the memoir.</p> <p style="text-align: right;"><u>Sample Assignment 1</u></p>
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	<ul style="list-style-type: none"> ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective 	<p style="text-align: center;"><u>Close Reading and Reflection</u></p> <p>While reading keep a double entry journal. When you are done reading the pages included in each of the three parts, consider the quotes in the packet provided or record some of your own. Choose FIVE from each part to write about. Your journal, when it is complete, will look like the example below (summer reading projects)—quotations on the left, and reader response on the right. Explain how and why the quote is important. Remember to identify the speaker, listener, and the context of the quotation. Be sure to examine all the quotations carefully, looking for any of the following to help you write your reflections:</p> <ul style="list-style-type: none"> ● Character conflict and development: What is revealed in the quote about the character’s personality? ● Themes: Is there anything in the quote that relates to the author’s message. ● Literary devices such as: <i>simile, metaphor, irony, allusion, symbolism etc.</i> Consider the reason WHY the author creates this figurative language in the quote. What is the writer trying to highlight, did the words appeal to you in some way? ● What insights about life have you gained from the quote? ● Did the quote bring forth feelings such as pity, contempt, admiration, exasperation, compassion, etc?
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	<ul style="list-style-type: none"> ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand 	<ul style="list-style-type: none"> ● Was there any confusion over issues that the quote brought to light? <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Analysis of Propaganda (Art connection)</u></p> <p>Using examples of <u>Nazi propaganda</u>, students will complete the <i>National Archives and Records Administration</i> poster analysis worksheet.</p> <ol style="list-style-type: none"> 1. What are the main colors used in the poster? 2. What symbols (if any) are used in the poster? 3. If a symbol is used, is it <ol style="list-style-type: none"> 1. clear (easy to interpret)? 2. memorable? 3. dramatic? 4. Are the messages in the poster primarily visual, verbal, or both? 5. Who do you think is the intended audience for the poster? 6. Consider the tabloid by Julius Streicher, "Der Stümer," in which a medieval illustration depicts ritualistic murder of children, a medieval anti-Semitic myth. What irony can you identify? 7. What does the Nazi Government hope the audience will do? 8. What Nazi purpose(s) is served by the tabloid? 9. Go to the anti-Semitic cartoon by Seppla (Josef Plank) - an octopus with a Star of David over its head has its tentacles encompassing the globe. Compare this imagery with the song - "He's got
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	<ul style="list-style-type: none"> ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>the Whole World in His Hands." Is there a correlation?</p> <p>10. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?</p> <p style="text-align: center;"><u>Sample Assignment 3</u> <u>Bioethics of Eugenics (Science connection)</u></p> <p>This activity prompts the students to consider and discuss the ethical aspects of Nazi racial ideology, including sterilization, marriage prohibitions, and euthanasia.</p>
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Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	<i>Night by Elie Wiesel</i> Interactive Whiteboard DVD/video player Laptops with Internet access HBO's 2001 miniseries <i>Band of Brothers</i>	Glencoe Guide: <i>Night</i> United States Holocaust Memorial Museum PBS Elie Wiesel: First Person Singular Remember.org Teacher Resources and Materials and Materials Holocaust Teacher Resources and Materials and Materials Oprah's Interview: A Teacher's Guide

Unit:	Unit: Homer’s World and <i>The Odyssey</i>																						
Timing:	Approximately five weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																						
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" data-bbox="501 480 896 581">Reading</th> <th data-bbox="896 480 1205 581">Writing</th> <th data-bbox="1205 480 1505 581">Speaking/Listening</th> <th data-bbox="1505 480 1850 581">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 581 669 980">NJSLS RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10</td> <td data-bbox="669 581 896 980">RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9</td> <td data-bbox="896 581 1205 980">NJSLS W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8, W.9-10.9A,B W.9-10.10</td> <td data-bbox="1205 581 1505 980">NJSLS SL.9-10.1.A,B,CD SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</td> <td data-bbox="1505 581 1850 980">NJSLS L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3.A L.9-10.4.A,B,C,D L.9-10.5.A,B L.9-10.6</td> </tr> <tr> <td colspan="2" data-bbox="501 980 896 1065">Technology</td> <td colspan="3" data-bbox="896 980 1850 1065">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td colspan="2" data-bbox="501 1065 896 1154">Career Ready Practices</td> <td colspan="3" data-bbox="896 1065 1850 1154">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </tbody> </table>			Reading		Writing	Speaking/Listening	Language	NJSLS RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9	NJSLS W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.8, W.9-10.9A,B W.9-10.10	NJSLS SL.9-10.1.A,B,CD SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	NJSLS L.9-10.1.A,B L.9-10.2.A,B,C L.9-10.3.A L.9-10.4.A,B,C,D L.9-10.5.A,B L.9-10.6	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2			Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																					
<ul style="list-style-type: none"> What are the universal themes that recur 	Students will be able to: <ul style="list-style-type: none"> ❖ Recognize an author’s deliberate purpose to the use of imagery and sound devices 	Review Gods and Goddesses of Mount Olympus using the “special features DVD” of Troy “Gallery of the Gods”																					

<p>throughout literature?</p> <ul style="list-style-type: none"> • Why do we read stories? • How do stories teach us about ourselves? • How might being able to recognize literary features help in appreciating literature? • How does word choice affect meaning? • How does the study of literature help individuals construct an understanding of reality? • Why is it important for people and cultures to construct 	<ul style="list-style-type: none"> ❖ Understand how myths reinforce the integration of the physical, emotional and spiritual aspects of individuals. ❖ Reflect on how hubris remains an indelible human flaw. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning 	<p>The British Museum- Ancient Greece</p> <p>All Things Ancient Greece!</p> <p>Before reading Homer's The Odyssey, students should be introduced to the concepts of epic poetry and epic heroes, as well as to the author and his preceding work, The Iliad. Introduce elements of an epic and the characteristics of an epic hero:</p> <ul style="list-style-type: none"> • It is a long narrative poem about serious conflicts (ex. Good vs. Evil; life and death). • The style of storytelling (writing) is elevated and there is the frequent use of figurative language (ex. Metaphors, hyperbole, alliteration, allusion, etc.). • The central hero is a figure whose actions can determine or decide the fate of a tribe, a nation, or the human race. • The actions of the epic hero involve superhuman, courageous acts in battle/combat or a long difficult journey bravely accomplished. • The characters often give long, formal speeches. • Supernatural beings and/or experiences are evident throughout the poem. • The hero is introduced in the midst of turmoil, at a point well into the story;
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<p>narratives about their experience?</p> <ul style="list-style-type: none"> • How do works from a given period reflect historical and social events and conditions? 	<ul style="list-style-type: none"> ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author's overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques 	<p>antecedent action will be recounted in flashbacks.</p> <ul style="list-style-type: none"> • The hero is not only a warrior and a leader, but also a polished speaker who can address councils of chieftains or elders with eloquence and confidence. • The hero, often a demi-god or of royal family, possesses distinctive weapons of great size and power, often heirlooms or presents from the gods. • The hero must undertake a long, perilous journey, often involving a descent into the Underworld, which tests his endurance, courage, and cunning. • Although his fellows may be great warriors (like Achilles and Beowulf, he may have a group of noble followers with whom he grew up), he undertakes a task that no one else dare attempt. • Whatever virtues his race most prizes, these the epic hero as a cultural exemplar possesses in abundance. His key quality is often emphasized by his stock epithet: "Resourceful Odysseus," "swift-footed Achilles," "pious Aeneas." • The hero establishes his nobility through single combat in honor coming from being vanquished by a superior foe. That is, a hero gains little
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	<ul style="list-style-type: none"> ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker’s reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>honor by slaying a lesser mortal, but only by challenging heroes like himself or adversaries of superhuman power.</p> <ul style="list-style-type: none"> • The hero may encounter a spiritual phenomenon (a place or person having a divine or supernatural force) such as a haunted wood or enchanting sorceress that he must use strength, cunning, and divine assistance to overcome. <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Pre-reading Activities and Journal Prompts</u></p> <p>Before the actual reading of the epic, it is helpful to make students aware of some of the elements involved in this work. The following activities are designed to get students involved in their reading by encouraging them to think about some of these elements. These activities can be done by small groups or as individual assignments and then presented to the whole class.</p> <ul style="list-style-type: none"> • Interview someone who has been on an interesting trip, possibly one that entailed some type of danger or excitement. • Write a poem accurately depicting the journey, using as much detail and description as possible.
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		<ul style="list-style-type: none">• Have you ever wanted to know what people said and thought about you when you weren't around? If you could disguise yourself in some way and be around the people you know, how would you carry it out? Describe your ideal disguise and a scenario that you imagine would take place if you could be "a fly on the wall."• What are your strengths and weaknesses? Describe them and how they affect your life.• Interview someone whose long-lost relative or friend eventually returned. Describe the experience. Don't forget to include the person's feelings throughout the entire experience. <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Facebook Project</u></p> <p>Construct a biographical "Facebook" page for any character, hero, god/goddess, "creature," etc. from The Odyssey excerpts. If you would prefer, you may choose a different hero from Greek Mythology or your favorite god or goddess. You may work alone, in pairs, or in groups no more than 4 people. It must include the following:</p> <ul style="list-style-type: none">• Make sure your name (or the names of your group members) is on the back of the project!
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		<ul style="list-style-type: none">• Include the important information, events, works, people, adventures that we have read about in the excerpts from Homer's The Odyssey. Please do additional research as needed.• It must be typed• The biography section must be at least 2 well-developed paragraphs in your own words. If it is plagiarized the entire project will not count and you and your group will receive a ZERO.• A profile picture.• The person/god/goddess/creature needs to have a status. (What could he/she/it have been doing at the moment or what was on his/her/its mind?)• Identify in some way that this is a "Facebook" page by including the Facebook or logo.• Include an information box under the profile picture. You may want to just write something you think your character was thinking. You may want to provide a quote that you think could be his/her/its favorite or something insightful that they may have said.• You must include a "friends" section. This will include 6 people that they were acquainted with during life. You can also be clever and creative and add as many "extra" friends you would
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		<p>like. These can be people that you think they might have been friends with if given the opportunity (real, imaginary, alive, deceased, etc.)</p> <ul style="list-style-type: none">• This must be done on paper the size of a poster board, half a poster board, or PowerPoint. <p>Attach a list all of your references on the back. Please type out a list of the books used and websites used. For the books, please provide author's name, title, publication city, publication date, and pages used.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Read All About!</u></p> <p>The class can become a newsroom in which each student is a reporter for the Ithaca Daily News. Each student should write one article for the paper. Students can date and chronologically arrange articles to be run off for a class collection. The class may also choose to post the articles around the room as the events occur.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Dramatic Interpretations</u></p> <p>Choose from the following</p> <ul style="list-style-type: none">• Convert a scene into a puppet show. Make simple puppets (from sticks,
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		<p>paper bags, or socks), and present the scene to the class.</p> <ul style="list-style-type: none"> • Prepare a call-in radio show with a host accepting editorial comments from the listening audience. The callers should be members of the ancient Greek society of Odysseus. • Conduct a trial of one of the major characters to determine his guilt or innocence in the epic. Stage the trial in class with each student being assigned a role of judge, juror, attorney, stenographer, bailiff, observer, or some specific character. Some characters should serve as witnesses. • Dress and make up as a major character in the book. Prepare and present an original soliloquy that the character might have given.
Assessments:	Materials:	Resources:

Class participation and presentations	The Odyssey (1997 miniseries) dvd	Teaching Homer's <i>Odyssey</i>: The Curious Incident of the Teacher in the Classroom
Creative and analytical writing	<u>The Language of Literature Textbook</u>	Penguin Teacher's Guide
Annotating texts	<i>Literature in Performance</i> Video	Odyssey Teaching Unit
Test and Quizzes	Interactive Whiteboard	Homer Biography
Research	DVD/video player	The Odyssey: A Soldier's Road Home
	Laptops with Internet access	National Geographic: Author Says a Whole Culture—Not a Single 'Homer'—Wrote 'Iliad,' 'Odyssey'
	Audio Library	Sliver's of Science in Homer's The Odyssey

Unit:	Unit: Southern Gothic Tradition and <i>To Kill a Mockingbird</i>																																																																			
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																																																																			
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Reading</th> <th style="text-align: center;">Writing</th> <th style="text-align: center;">Speaking/Listening</th> <th style="text-align: center;">Language</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">NJSLS</td> <td></td> <td style="text-align: center;">NJSLS</td> <td style="text-align: center;">NJSLS</td> <td style="text-align: center;">NJSLS</td> </tr> <tr> <td>RL.9-10.1</td> <td>RI.9-10.1</td> <td>W.9-10.1A,B,C,D,E</td> <td>SL.9-10.1.A,B,CD</td> <td>L.9-10.1.A,B</td> </tr> <tr> <td>RL.9-10.2</td> <td>RI.9-10.2</td> <td>W9.-10.2</td> <td>SL.9-10.2</td> <td>L.9-10.2.A,B,C</td> </tr> <tr> <td>RL.9-10.3</td> <td>RI.9-10.3</td> <td>W.9-10.3</td> <td>SL.9-10.3</td> <td>L.9-10.3.A</td> </tr> <tr> <td>RL.9-10.4</td> <td>RI.9-10.4</td> <td>W.9-10.4</td> <td>SL.9-10.4</td> <td>L.9-10.4.A,B,C,D</td> </tr> <tr> <td>RL.9-10.5</td> <td>RI.9-10.5</td> <td>W.9-10.5</td> <td>SL.9-10.5</td> <td>L.9-10.5.A,B</td> </tr> <tr> <td>RL.9-10.6</td> <td>RI.9-10.6</td> <td>W.9-10.6</td> <td>SL.9-10.6</td> <td>L.9-10.6</td> </tr> <tr> <td>RL.9-10.7</td> <td>RI.9-10.7</td> <td>W.9-10.8,</td> <td></td> <td></td> </tr> <tr> <td>RL.9-10.9</td> <td>RI.9-10.8</td> <td>W.9-10.9A,B</td> <td></td> <td></td> </tr> <tr> <td>RL.9-10.10</td> <td>RI.9-10.9</td> <td>W.9-10.10</td> <td></td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;">Technology</td> <td colspan="3">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td colspan="2" style="text-align: center;">Career Ready Practices</td> <td colspan="3">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </tbody> </table>			Reading		Writing	Speaking/Listening	Language	NJSLS		NJSLS	NJSLS	NJSLS	RL.9-10.1	RI.9-10.1	W.9-10.1A,B,C,D,E	SL.9-10.1.A,B,CD	L.9-10.1.A,B	RL.9-10.2	RI.9-10.2	W9.-10.2	SL.9-10.2	L.9-10.2.A,B,C	RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	L.9-10.3.A	RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	L.9-10.4.A,B,C,D	RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	L.9-10.5.A,B	RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	L.9-10.6	RL.9-10.7	RI.9-10.7	W.9-10.8,			RL.9-10.9	RI.9-10.8	W.9-10.9A,B			RL.9-10.10	RI.9-10.9	W.9-10.10			Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2			Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																																																																		
<ul style="list-style-type: none"> ● How are biases of all kinds harmful? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand how literature can reflect the nuances of a specific region as well as determine its impact on the individual. 	<p>Introduce the genre of Southern Gothic and compare with study of Poe and Romanticism.</p>																																																																		

<ul style="list-style-type: none"> ● Are people entitled to opinions that may harm others? ● What is courage? ● What is justice? ● How does right living depend on awareness, willingness and courage? ● How can prejudice and superstition lead to injustice? ● What responsibility do individuals have to protect the innocent? ● How do people tend to judge others by their own standards? ● How can one person release evil into a community? ● How can literature be a vehicle for social change, 	<ul style="list-style-type: none"> ❖ Determine how individuals benefit from valuing others perspectives and seeing things through the eyes of others. ❖ Recognize how individuals have the capacity for both good and evil. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization 	<p>MOTIF: Discuss how an author creates meaning through literary devices. Ask students how Harper Lee adds drama and atmosphere to the novel by creating a Southern Gothic motif that runs throughout the novel. Students can keep an ongoing record of the elements in their notebooks, keeping in mind the following questions:</p> <ul style="list-style-type: none"> ● How does Lee develop this motif with regard to the details of the setting? ● What aspects of character development also fit the definition of Southern Gothic <p>Research background information on Harper Lee and Truman Capote. Use Laptops with Internet access or computer lab to research time period:</p> <p>Sample research questions-</p> <ul style="list-style-type: none"> ● Who was the president? ● What state was the economy in? (Was it thriving or failing?) ● What kind of education did most people have? (A little high school? High school? College degree? Graduate degree?) ● What kinds of jobs did most people have? (Desk jobs? Government jobs? No jobs? Outside work? Self-employed?) ● What did people do for entertainment? ● What types of music was popular? ● What dances were popular? ● Who were some of the celebrities? ● Who were some of the athletes? ● What types of crimes were common <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Anticipation Guide for <i>To Kill a Mockingbird</i></u></p>
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<p>challenging the beliefs and values of society?</p>	<ul style="list-style-type: none"> ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective 	<p>Each of the following statements expresses an opinion. Carefully read each statement. Then, on your paper, mark whether you AGREE or DISAGREE with each statement. NOTE: There is NO right or wrong answer.</p> <ol style="list-style-type: none"> 1. If someone is on trial for murder, they are probably guilty. 2. I never judge a person based on their appearance. 3. People often fear what they don’t understand. 4. It is difficult to stand up for something when no one else agrees. 5. Any set of beliefs is okay, as long as you believe in them sincerely. 6. Girls should always act like girls. 7. Laws are designed to make society fair for all its citizens. 8. Courage is doing what you think is right when the odds of succeeding are against you. 9. People should always try to understand and tolerate other people, no matter how different they are. 10. What happened in the past doesn’t have any effect on my life today. 11. The old adage, “Sticks and stones may break my bones, but words will never hurt me,” is true. <p>Read novel and discuss while viewing the movie. If time permits, compare and contrast the novel with the movie <i>A Time To Kill</i> adapted from John Grisham’s novel.</p> <p>View and discuss the documentary <i>Hey, Boo</i>.</p> <p style="text-align: right;"><u>Sample Assignment 2</u></p>
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	<ul style="list-style-type: none"> ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand 	<p style="text-align: center;"><u>Music, Poetry, and Symbolism</u></p> <p>The lyrics to “Strange Fruit” were written as a poem by Abe Meeropol, a Jewish schoolteacher from New York in 1937 after seeing published photograph of the lynching of Thomas Shipp and Abram Smith. The poem was published in the New York Teacher under the pseudonym, Lewis Allan. After seeing Billie Holiday perform, Meeropol showed her the poem, and Holiday worked on it with Sonny White to create the song. The record made it to No. 16 on the music charts in July 1939.</p> <p>Have students listen to <u>Billie Holiday</u> sing, and then analyze the lyrics as a class, focusing on tone and symbolism. Then, break students into groups to analyze the following poems in order to present to the class how they relate to the symbols, characters or themes of TKAM.</p> <ul style="list-style-type: none"> ● “<u>The Road Not Taken</u>” by Robert Frost ● “<u>Dinner Guest Me</u>” by Langston Hughes ● “<u>Caged Bird</u>” by Maya Angelou ● “<u>Grown- Up Talk</u>” by Katherine Mansfield ● “<u>If</u>” by Rudyard Kipling <p style="text-align: center;"><u>Sample Assignment 3</u> <u>Writing in Response to Literature</u></p> <ul style="list-style-type: none"> ● Atticus tells the children several times that, "You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it". Describe times when Atticus, Scout or Jem walk in someone else's "skin" or "shoes." How does this change how they
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	<ul style="list-style-type: none"> ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>view the situations? What role does this advice play in sympathy and compassion?</p> <ul style="list-style-type: none"> ● Discuss the various forms of discrimination in the book. Your essay must include a discussion of the racial discrimination that plagues Maycomb County, but you should expand your essay to include all forms of discrimination that you noticed throughout your reading. ● Trace Boo Radley's development from monster to savior. How does Scout's understanding of Boo develop? What lessons does Boo teach Scout? ● One of the most inspiring characters in 20th century American literature is Atticus Finch. Write an essay in which you analyze Atticus's character. You may wish to focus the content of your essay by selecting particular quotes or passages that stand out, and explain how they reflect Atticus Finch's character strengths. ● Elaborate on the relevance of the title to the plot and theme of the entire novel. What is the significance of the symbol of the "mockingbird"? Which character or characters are metaphoric "mockingbirds" and why? ● Discuss the town of Maycomb as you might discuss a main character in the book. What is the identity or "character" of the town, and how (if at all) does it change and grow over the years? How does its diversity give it a pluralistic character? ● Discuss law as it is represented in <i>To Kill a Mockingbird</i>. What power and limitations exist within the legal system according to Atticus, Jem, and Scout?
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- After viewing the courtroom scene in both the movie version of *To Kill a Mockingbird* and the movie version of *A Time to Kill* write an essay in which you identify examples of prejudice and the cultural factors that influenced each verdict.

Sample Assignment 4
Narrative Essay

Begin this lesson by revisiting the narrative essay and ensuring the students have a clear and concise understanding of such. Full description and notes can be found here- [Narrative essay notes](#)

These prompts serve to help the students recall and jot down a personal experience that can later be turned into a well-planned essay.

- Have you ever been called a derogatory name? What was the name, and how did you feel about it?
- Reflect on the use of racially charged language. For example, has anyone ever used a racial epithet or name to refer to you? When did you become aware that such names existed? How do you feel about being characterized by your race? If you yourself have ever used such names, what was your intent in using them? What was the response of others?

Once students have responded to either of the prompts, class discussion can ensue. Prior to opening discussion,

		<p>students should be warned that whatever is shared is solely used for the purpose of recounting and not meant to disrespect anyone or be repeated outside the room. After discussion the following 2 essays can be shared. Students would read these essays during or after the trial of Tom Robinson.</p> <ul style="list-style-type: none">● <u>“The Meanings of a Word” by Gloria Naylor</u>- -In "meeting ‘n’ the word head -on," blacks have "rendered it impotent," according to a prominent African American novelist.● <u>“What’s in a Name” by Henry Louis Gates Jr.</u>- <u>Writing Activities</u> and <u>Henry Louis Gates Jr. Arrest in 2009</u> <p>Students will then write an essay comparing the 2 above essays to the trial of Tom Robinson. A further extension off of this essay would be to have the students write an essay discussing the mistrial of Tom Robinson and Henry Louis Gates Jr.’s wrongful arrest is 2009.</p> <p>Other narrative essay lessons- https://www.varsitytutors.com/englishteacher/narrative-high-school-lesson-plans</p> <p style="text-align: center;"><u>Sample Assignment 5</u> <u>Symbolism in “The Scarlet Ibis” and To Kill a Mockingbird</u></p> <p>Discussion Questions for “Scarlet Ibis” & <i>To Kill a</i></p>
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		<p style="text-align: center;"><i>Mockingbird</i></p> <p>“Scarlet Ibis” response questions; answer 5 of these questions</p> <ol style="list-style-type: none">1. What is the tone of “Scarlet Ibis”? Identify two words or sentences that demonstrate the tone.2. How does the author use literary devices to communicate the tone of the story?3. Identify two similes and metaphors used in “Scarlet Ibis.”4. Identify a symbol used in “Scarlet Ibis.” Explain what the symbol is conveying.5. Identify an example of imagery used in “Scarlet Ibis.”6. Why does the narrator set such high goals for Doodle?7. What do Doodle’s accomplishments reveal about his character?8. Why does the narrator cry when everyone congratulates him for teaching Doodle how to walk?9. Do you think what happens to Doodle is Brother’s fault? Why or why not?10. Identify a theme presented in “Scarlet Ibis.”11. In what ways is the scarlet ibis an appropriate symbol
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		<p>for Doodle? How are the two alike?</p> <p>12. Is the narrator a static or dynamic character? How is it shown?</p> <p>Comparison questions (to <i>To Kill a Mockingbird</i>) answer 2 of these questions.</p> <p>13. Compare the narration in <i>To Kill a Mockingbird</i> and “Scarlet Ibis.”</p> <p>14. Compare Harper Lee’s use of symbolism with James Hurst’s use of symbolism.</p> <p>15. Compare the imagery in “Scarlet Ibis” with the imagery used in <i>To Kill a Mockingbird</i>.</p> <p>16. Compare Scout’s reflection of an important event in her childhood with the narrator’s (Brother’s) reflection. What do they learn from the event?</p> <p style="text-align: center;"><u>Reflection</u></p> <p>At the conclusion of the unit, read the original NY Times book review “<u>One-Taxi Town</u>” by Frank Lyell and discuss</p> <p>Read M.O Walsh’s article in <i>The Guardian</i>, “<u>Why Southern Gothic Rules the World.</u>” Abstract: <i>The cotton fields, the heat, the weight of history...with the publication this month of Harper Lee’s Go Set a Watchman, M.O Walsh explores the reasons for Southern Gothic’s global appeal.</i></p>
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Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	<i>To Kill a Mockingbird</i> by Harper Lee novel and 1962 film adaptation <i>A Time to Kill</i> DVD (1996 film) <i>Hey, Boo</i> (2010 documentary) Interactive Whiteboard DVD/video player Laptops with Internet access	Glencoe Guide: To Kill a Mockingbird Harper Lee's only recorded interview on TKAM PBS American Experience "The Murder of Emmett Till" The Scottsboro Boys Trials The Anti-Defamation League: KKK history

Unit:	<i>Sleeping Freshmen Never Lie</i> by David Lubar			
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS		NJSLS	NJSLS
	RL.9-10.1	RI.9-10.1	W.9-10.1A,B,C,D,E	SL.9-10.1.A,B,CD
	RL.9-10.2	RI.9-10.2	W.9-10.2	SL.9-10.2
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	
RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	
RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	
RL.9-10.7	RI.9-10.7	W.9-10.8,		
RL.9-10.9	RI.9-10.8	W.9-10.9A,B		
RL.9-10.10	RI.9-10.9	W.9-10.10		
Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> How do stories teach us about ourselves? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ❖ Explore personal experiences through a variety of writing styles, genres, skills and objectives in 	<p>Compare and contrast the characters in the movie <i>10 Things I Hate About You</i> with those in <i>SFNL</i></p>		

<ul style="list-style-type: none"> • In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic for her/himself? What turning points determine our individual pathways to adulthood? • What influences a writer to create? • Is being part of the majority a benefit or a hindrance? • How can humor serve as a tool of criticism 	<p>mind (compare/contrast, personal narrative, persuasion, exposition, poetry, etc.) You can go as big or as small as you would like with this lesson.</p> <ul style="list-style-type: none"> ❖ Analyze character actions, thoughts, and motivations ❖ Engage in critical discussion of their opinions of a literary character, creating an argument for their beliefs with evidence from the text ❖ Read, discuss, and respond to the novel both in traditional, standard written English and in a more casual, informal register of writing ❖ Understand how an individual’s response to conflict reveals his/her morals, ethics, and values. ❖ Recognize that there are some human flaws that are universal. Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text 	<p>Read excerpts from the novel <i>Speak</i> by Laurie Halse Anderson to discuss in relation to the characters and events at Scott’s school.</p> <p>Read and discuss “Becoming a Writer” by Russell Baker-- The author remembers his joy at the discovery that his “words had the power to make people laugh.”</p> <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Expository Essay</u></p> <p>Start this lesson by explaining the expository essay and ensuring the students have a clear and concise understanding of such.</p> <p>Full description and notes can be found here- <u>Expository Essay Notes</u></p> <p>This assignment can be linked to (but not necessary) David Lubar’s <i>Sleeping Freshmen Never Lie</i>. This novel is about main character, Scott Hudson, learning and finding his place on the social ladder in High School. This includes his placement into different track class than his friends.</p> <p>Have students write briefly responding to one of the following prompt:</p> <ul style="list-style-type: none"> • Many schools “track” students by intellectual ability into such categories as “honors,” “college bound,” “vocational,” “remedial,” or “terminal.” Do you go to a school that tracks its students? How do you feel about your placement? What do you think about classmates who are on tracks higher or
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<ul style="list-style-type: none"> • What are the techniques associated with creating humor • Can something be universally humorous or does humor depend on race, age, religion, gender, etc.? 	<ul style="list-style-type: none"> ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone 	<p>lower than yours? Do you think the tracking system works?</p> <ul style="list-style-type: none"> • Mark Twain once wrote, "Whenever you find yourself on the side of the majority, it is time to pause and reflect." Analyze and reflect upon this quote in relation to the "cliques" that often form in high school. <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Compare/Contrast Essay</u></p> <p>Have students read "<u>Of My Friend Hector and My Achilles Heel</u>" by Michael T. Kaufman- A journalist reveals his "prejudice and stupidity" in this essay about his relationship with a childhood friend.</p> <p>Once students have read the essay have them write an essay discussing Scott Hudson's and Michael T. Kaufman's experiences of drifting from a friend or friends. Have them extend their essay by discussing their own experience with this. They should discuss how they felt at the time and how they feel now about the situation. They also should discuss the commonality of this situation happening and how society views it.</p> <p style="text-align: center;"><u>Sample Project Ideas</u></p> <ul style="list-style-type: none"> • Scott perks up when Mr. Franka teaches the class about Tom Swifties. Can you come up with ten Tom Swifties of your own? As a class, write down as many Tom Swifties as you can think of on a chalkboard or whiteboard. Next, learn about other
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	<ul style="list-style-type: none"> ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques 	<p>ways to play with language such as oxymorons, palindromes, and idioms. Add examples of these categories to your class list as well. Then, write a short story using as many examples across the categories as possible. Share your story with a partner and discuss the different ways you were each able to have fun with the English language.</p> <ul style="list-style-type: none"> ● David Lubar includes various advisory lists that Scott makes, such as the Guide to School-Bus Drivers and the Guide to Teacher Types, throughout the text. How do these insertions add or detract from your reading of the novel? Mimic Scott’s observatory nature and create a list for your school that you wish you had had when you first entered. Then, compile all of your classmates’ lists into your own Classroom Field Guide! ● <i>Sleeping Freshmen Never Lie</i> references many other authors, poets, and novels, such as Mary Wollstonecraft Shelley, Lord Byron, and <i>To Kill a Mockingbird</i>. Choose one reference and read either that title or a piece by that author. Discuss your opinions of the work with other classmates. What did it mean to you? Why do you think David Lubar chose to include this reference in the story? Think about what Scott, Lee, Mr. Franka and other characters might think about the work (if it isn’t already stated in the novel). ● Scott insists that his letters to the baby don’t count as diary entries, but is that really true? Keep a diary/journal of your own for a week. You could
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	<ul style="list-style-type: none"> ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose 	<p>write letters or lists, as Scott does, use the stream-of-consciousness writing that is explained in the book, or simply jot down anything you think, feel, or do. At the end of the week, go back and read through your entries. Have you spotted any patterns or learned anything about yourself? Was keeping a journal interesting, or did it feel like a chore? Do you think you'll continue writing?</p> <p style="text-align: center;"><u>Sample Assignment 3</u> <u>Culminating Projects</u></p> <p>***Rate Your Year ... for the first entry, reflect upon your year and, taking all things into consideration, give it an overall grade (A+, B-, F, etc.) Write a one page narrative explaining how you came up with the grade you did using vivid, detailed memories and experiences as support. <u>Rate Your Year Pre-writing Worksheet</u></p> <p>***Field Guide To ... after reading a field guide to fish, which describes the various kinds of fish in the world, Scott Hudson finds himself stuck on a scary bus with a shouting bus driver. Scott decides to do a "field guide to bus drivers," which explains the five different types of bus drivers one might encounter. Since Scott covered that topic, choose your own field guide that explores a topic applicable to a high school freshman (ex: five different kinds of cliques). Model Scott's example of 5 different examples with a two or three sentence description of each. <u>Field Guide to... Pre-writing Worksheet</u></p> <p>***My First Class Schedule ... Scott is very interested and excited when he gets his first schedule. Where are his</p>
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	<ul style="list-style-type: none"> ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>classes located? Does he have any friends in them? How about the Julia, the girl he is obsessed with? What are his teachers like? Are the classes hard with lots of homework? I bet those questions sound familiar. There are three parts to this entry. First, list your class schedule with period, room, class and teacher. Second, write a two to three sentence blurb about each class, telling the reader what they need to know: avoid this class, you have to get this teacher, the best unit in this class is..., the one thing you have to know about this class is..., etc. <u>My First Class Schedule Pre-writing Worksheet</u></p> <p>***My First Day/Week ...As Scott shares the memories of his first day and first week of high school, many things will sound familiar. Think back to that crucial time and do an entry that compares and contrasts your experience to Scott's. Did you get lost? Did you get picked on? What was your new outfit/hairdo on the first day of school? Did you have friends for support or did you have to go it alone? What was your first reaction to your classes, teachers, homework, etc? Be as descriptive and detailed as you can while comparing your experience to Scott's. <u>My First Day/Week Pre-writing Worksheet</u></p> <p>***High School Survival Tips ...By the end of chapter 5, Scott Hudson already has a list of seven rules for high school survival. Some are humorous, some are intense, and all of them are directly tied to personal experience. After reading Scott's rules, come up with seven rules of your own. Be sure to avoid generic rules (do your homework, stay out of trouble, go to class) and focus on personal experience (don't go out with a guy who will treat you bad, cheat on you, lie right to your face and date</p>
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		that awful Sarah Smith!, don't take your mom's car on a quick joyride around the block and get seen by twelve different neighbors in five minutes!). <u>High School Survival Tips Pre-writing Worksheet</u>
Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	<i>10 Things I Hate About You</i> (1999 film) Audiobook of <i>SFNL</i> <i>Speak</i> by Laurie Halse Anderson (excerpts from novel and/or <u>2004 Lifetime movie version</u>) Interactive Whiteboard DVD/video player Laptops with Internet access	Teacher Vision Writing Fix Lesson Resources Author Interview: David Lubar Reader's Companion

Unit:	<i>Animal Farm</i> -Anatomy of a Revolution (Honors option)			
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS		NJSLS	NJSLS
	RL.9-10.1	RI.9-10.1	W.9-10.1A,B,C,D,E	SL.9-10.1.A,B,CD
	RL.9-10.2	RI.9-10.2	W9.-10.2	SL.9-10.2
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	
RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	
RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	
RL.9-10.7	RI.9-10.7	W.9-10.8,		
RL.9-10.9	RI.9-10.8	W.9-10.9A,B		
RL.9-10.10	RI.9-10.9	W.9-10.10		
Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> What is the relationship between literacy and power? 	Students will be able to... <ul style="list-style-type: none"> ❖ Understand why education is a necessity in a democratic society. 	Read <i>Animal Farm</i> by George Orwell, annotate and discuss.		

<ul style="list-style-type: none"> • Is it possible to have democracy if all constituents do not have access to education? • Why does propaganda work? • Are utopias possible? • What role does fear play in any society? • What are the universal themes that recur throughout literature? • How do works from a given period reflect historical and social events and conditions? 	<ul style="list-style-type: none"> ❖ Recognize how illiteracy makes people vulnerable to propaganda and corruption. ❖ Analyze how propaganda is dangerous; and those who have not been taught to recognize it are more vulnerable to its power. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development 	<p>Complete an allegorical character chart showing the relationship between the animals and historical figures of the Russian Revolution.</p> <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Project: "Character in a Bag"</u></p> <p>Interpret a chosen character from the novel <i>Animal Farm</i>, and represent that character in original symbolic form to present to the class.</p> <p>Materials:</p> <ol style="list-style-type: none"> 1. Character Worksheet 2. bag of "symbols" 3. a written paper with explanations for each symbol (total of 5) <p>Requirements:</p> <ol style="list-style-type: none"> 1. You must have 5 symbols representing your character. 2. The symbols may be objects found around the house or they may be handmade. They cannot be CONCRETE: like a pig figurine for Napoleon or a horse for Molly. 3. Each student must present his/her character to the class by showing each symbol and explaining its importance. This should take no longer than five minutes. 4. The student will create a written summary of each symbol that explains what it represents and why they chose this exact object. Each summary must be at least 3-5 sentences. <p>Example:</p>
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	<ul style="list-style-type: none"> ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text 	<p><i>Book: A book represents Muriel because of the goat’s ability to read. Muriel would read the seven commandments to Clover whenever she needed clarification. Muriel was unique in that many other animals did not read or chose not to.</i></p> <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Elements of the Allegory</u></p> <p>In the case of Animal Farm, Russian history and communism is under scrutiny. Choose a character and analyze the symbolic importance of that character in relation to symbolism and theme in the novel. A character analysis is a close reading of text in order to examine a specific character and his/her contributions to the meaning of the book. Who does your character represent in Russian history? How is your character represented and characterized in the story? What THEME is being taught in Animal Farm and how does your character help teach that lesson?</p> <p style="text-align: center;"><u>Sample Assignment 3</u> <u>“Laying Down the Law”</u></p> <p>In groups of 3-4 people, create your own list of 7 “commandments” for 2016 to present to the class</p> <p style="text-align: center;"><u>Sample Assignment 4</u> <u>Animal Farm Writing Prompts</u></p> <ul style="list-style-type: none"> ● Look at the animals in the initial meeting. If Orwell is applying foreshadowing as a tool to prepare the reader for what the characters
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	<ul style="list-style-type: none"> ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions 	<p>might become, what can you say about some of them? Examine who sits where and any actions that are mentioned. What might these imply?</p> <ul style="list-style-type: none"> ● Place yourself in the meeting or the subsequent revolution. Become an animal (one mentioned, or make up your own character) and tell what is going on in your mind. ● Now that the farm has been proven to be successful, the humans hate it even more. Why? What does this say about human nature? Compare this situation to our current world and how established countries view developing countries. ● What do you think about the rewriting of history that Squealer presents? Does that happen in our society? ● The pigs became the leaders, and the other animals accept them because the pigs are the cleverest. Should intelligence be the primary qualification for leadership? What other qualities are important for a leader to have? ● One of the themes of the novel is that people's ignorance can contribute to their political and social oppression. How does the animal's behavior in the novel support this theme? ● The animals rebel against Jones because he made them work long, hard hours and generally neglected or abused them. How is all this IRONIC in light of the end result? ● Using your knowledge of the novel and the Russian Revolution, analyze Orwell's subtitle,
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	<ul style="list-style-type: none"> ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>“A Fairy Tale.” Why was this an important title to be included with the book?</p> <ul style="list-style-type: none"> • Who was the noblest character in <i>Animal Farm</i>? Explain your choice.
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><i>Animal Farm</i> by George Orwell</p> <p>Jim Henson's <i>Animal Farm</i> dvd</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Penguin Guide to Animal Farm</p> <p>Symbolism in Names</p> <p>Identifying Themes in Animal Farm</p> <p>Old Major's Speech and Tone</p> <p>Propaganda Review Game</p> <p>Litchart with Historical Background</p>