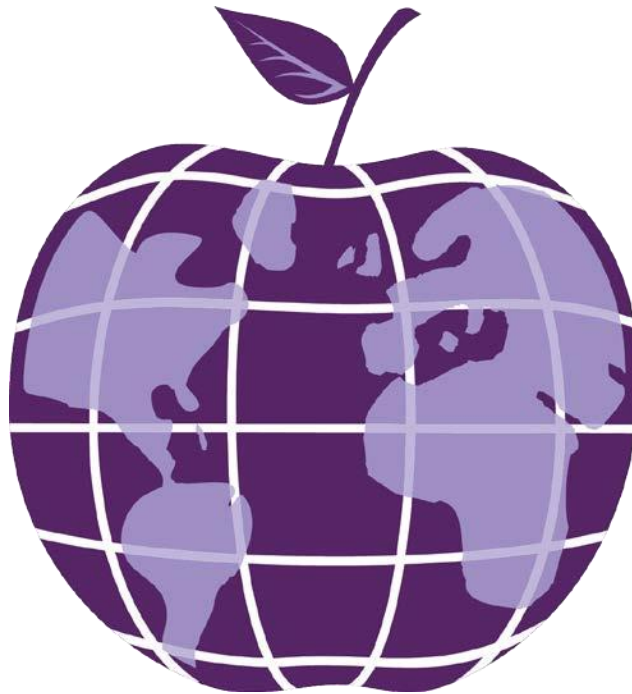




COLLEGE AND CAREER READY
A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

Honors World Literature 10

Scope and Sequence



A Message to the Educator:



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This scope and sequence is a blueprint for engaging students in world literature. It was designed with several factors in mind but most importantly educator autonomy because you know your students best. Your professional integrity is dependent on opening new ways of thinking, learning, and relating for your students. Suggested instructional strategies, rigorous culminating activities and additional resources are provided to assist you in the development of engaging lessons. Use your creativity, expertise, and passion to make the scope and sequence come alive. Reach out to other educators to collaborate and connect ideas. Know that there are no limitations in designing the best educational experience for your students.

The rigorous culminating activities were designed so you could backwards map each lesson, intentionally building the necessary skills for student success. To best prepare our students for their future we must provide opportunities for them to collaborate face-to-face and virtually, argue and support a claim, problem solve, think critically and creatively, and ask disruptive questions. Instructional rigor does not mean more work but instead, a deeper understanding of the concepts and skills. Students are the active participants of the learning process.

As mentioned, several factors were purposefully included in the development of this scope and sequence. Listed below are the experts and resources utilized. Please go to the websites to learn more.

- Carol Dweck's research on Mindsets, focusing on the growth mindset and overcoming the fixed mindset. <http://www.mindsetonline.com/>
- Robert Marzano's research on what rigor looks like in the classroom. <http://www.marzanocenter.com/essentials/>
- Inquiry-based instruction. <http://inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf>
- AP World History- developing historical thinking. <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-worldhistory-course-and-exam-description.pdf>
- PARCC reading and writing rubrics. <http://parconline.org/assessments/test-design/ela-literacy/test-specifications-documents>
- Rigor rubric <http://www.leadered.com/PP/RRERubricsFINAL.PDF> http://www.nciea.org/publications/CRM_ELA_KH11.pdf

Remember, it is all about growing!

Honors World Literature 10- Additional Considerations

What other research-based consideration were used to design this scope and sequence?



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Ten Unifying Themes

The Ten Unifying Themes should be used to make cross-curricular connections with Honors World History 10. The themes are described at the beginning of the scope and sequence and are attached to suggested performance tasks in stage 2 of each unit. To make the themes more integrated into your lessons, consider making posters with each theme and post at the front of the classroom for ease of emphasis while teaching. This enables you, the educator, to make a natural connection to Honors World History and gives students the opportunity to view the text from a different lens.

Understanding by Design (UbD)

The Understanding by Design process was used to create this scope and sequence. Stage 1 breaks down the standards and includes the Enduring Understandings, Essential Question, Learning Objectives, and the Relevance and Connection of the world literature concept. Stage 2 provides suggested performance tasks and other evidence (with the theme). It also includes some learning plan “considerations.” Stage 3 is left blank for the creation of the learning plan using WHERETO to guide instruction.

Performance Tasks and Other Evidence

In order to assess authentic performance, it is imperative to consistently assess throughout each unit of study and allow students appropriate opportunities to rehearse, refine, negotiate skills and strategies in challenging, rigorous academic situations. Suggested points of assessment are provided. Feel free to utilize these suggestions or tailor them based on your class and individual students.

Academic Rigor

Academic rigor is modeled with the scaffolding of performance tasks and other evidence, the unit summative performance tasks, as well as the learning plan “considerations.” Quizzes and tests are not mentioned but are highly recommended throughout the unit.

Relevance and Connections

All students want to know why they are required to learn what is taught in school. The relevance and connections offers teachers a way to help students understand the importance of the content. Specific suggestions are made in the performance tasks and other evidence and the unit summative performance task sections. They are written as *RC* and are italicized.



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How to Read the Honors World Literature 10 Scope and Sequence

CCRS	The instructional standard that guides the unit.
Enduring Understandings	Statements that summarize the important ideas that are central to each unit and have lasting value beyond the classroom. The enduring understandings should be able to transfer to other disciplines and serve to frame the big ideas of each quarterly unit and tie to the essential question.
Essential Question	Following the UBD framework, overarching knowledge and skills for the entire unit will be summarized in this section.
Relevance and Connections Suggested ways to connect the unit learning goal and content to the students' lives.	
Learning Objectives <i>Students will know...</i> Key knowledge acquired as a result of this unit. <i>Students will be able to...</i> Key skills acquired as a result of this unit.	
Performance Tasks and Other Evidence Ideas to meet the Learning Objectives. May include a theme for connection to Honors World History.	
Additional Resources Resources and links that will further teacher/student understanding of the concept and/or instructional strategy.	
Unit Summative Task Assessment Culminating idea to meet the Learning Objective	



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Ten Unifying Themes

Individual Development and Cultural Identity (ID)

- Role of social, political, and cultural interactions in the development of identity.
- Personal identity as a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.

Development, Movement, and Interaction of Cultures (MOV)

- Role of diversity within and among cultures.
- Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture, such as its institutions or literature, music, and art. ***Time, Continuity, and Change (TCC)***

- History as a formal study that applies research methods.
- Reading, reconstructing, and interpreting events.
- Causes and consequences of events and developments.
- Considering competing interpretations of events. ***Geography, Humans, and the Environment (GEO)***
- Relationship between human populations and the physical world (people, places, and environments).
- Effect of human activities on the environment.
- Spatial patterns of place and location.

Development and Transformation of Social Structures (SOC)

- Role of social class, systems of stratification, social groups, and institutions.
- Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture.
- Social and political inequalities, and access of rights through concepts of justice and human rights.

Power, Authority, and Governance (GOV)

- Purposes, characteristics, and functions of various governance systems as they are practiced.



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- Individual rights and responsibilities as protected and challenged within the context of majority rule.
- Conflict, diplomacy, and war.
- Leadership, influence, and power.

Civic Ideals and Practices (CIV)

- Basic freedoms and rights and responsibilities of citizens.
- Role of the citizen in the community and nation and as a member of the global community.
- Civic participation and engagement.
- Respect for diversity.
- Struggle for rights, access to citizenship rights, and universal human rights. *Creation, Expansion, and Interaction of*

Economic Systems (ECO)

- Production, distribution, and consumption.
- Scarcity of resources and the challenges of meeting wants and needs.
- Supply/demand and the coordination of individual choices.
- Economic systems.
- Trade, interdependence, and globalization.
- Role of government in the economy.
- Individual finance.

Science, Technology, and Innovation (TECH)

- Scientific and intellectual theories, findings, discoveries, and philosophies.
- Applications of science and innovations in all facets of life.
- Relationship between science, technology, and innovation and social, cultural, and economic change.

Global Connections and Exchange (EXCH)

- Past, current, and likely future global connections and trends.



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- Cultural diffusion locally and globally.
- Spread of ideas, beliefs, technology, and goods.
- Role of technology.
- Benefits/consequences of global interdependence (social, political, economic).

Honors World Literature 10



Unit 1: Compassion

First Marking Period

CCRS	<p>Reading: Literature <u>CCRS.ELA-LITERACY.RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>CCRS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>CCRS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <u>CCRS.ELA-LITERACY.RL.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). <u>CCRS.ELA-LITERACY.RL.9-10.5</u> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. <u>CCRS.ELA-LITERACY.RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Reading: Informational Texts <u>CCRS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>CCRS.ELA-LITERACY.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>CCRS.ELA-LITERACY.RI.9-10.3</u> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <u>CCRS.ELA-LITERACY.RI.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <u>CCRS.ELA-LITERACY.RI.9-10.5</u></p>
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Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCRS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCRS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CCRS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. CCRS.ELA-LITERACY.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing

CCRS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. CCRS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCRS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **Speaking & Listening**

CCRS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCRS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCRS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCRS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and



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	<p>the organization, development, substance, and style are appropriate to purpose, audience, and task. <u>CCRS�.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Language <u>CCRS�.ELA-LITERACY.L.9-10.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>CCRS�.ELA-LITERACY.L.9-10.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>CCRS�.ELA-LITERACY.L.9-10.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <u>CCRS�.ELA-LITERACY.L.9-10.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <u>CCRS�.ELA-LITERACY.L.9-10.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Enduring Understandings	<p>Students will understand that...</p> <ul style="list-style-type: none">• Sharing stories about tragedies may bring people closer.• Authors use novels as a means of conveying important societal and cultural information.• People may find beauty in the ability to persevere in the face of adversity.
Essential Question	How is compassion necessary to the human experience?



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Relevance and Connections

- Teacher note: During the course of this unit, students should recognize that genocide is still very prevalent today. It is important to equip students with the opportunity to experience the key ideas and explore the issues in today's world. The website and prompt below will allow students to rethink, revise, and evaluate their thinking and the implications it has on modern day society.
- Genocide is occurring all over the world today; yet many people are unaware. What role does compassion have, if any, to prevent massive acts of violence in the future? How can we, as individuals, groups, and nations spread the word to eliminate hate and injustice through human experience? Consider the astounding information in this website: <http://www.genocidewatch.org/alerts/newsalerts.html>



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Learning Objectives

Students will know...

- Figurative, connotative, and technical meanings
- Author's claim, point of view, and/or purpose
- Elements of Rhetoric
- Differences in literary structures and how it impacts the unfolding of new ideas and the connections that are drawn between them • How to annotate text for multiple purposes
- Close reading strategies
- Components of Socratic Seminar to deepen understanding
- Full narrative writing process

Students will be able to...

- Analyze the cumulative impact of specific word choices on meaning and tone
- Analyze author's pacing, word choice, tone, and mood
- Analyze how character's cultural backgrounds influence their actions, thoughts, and motivations by closely reading passages in a text
- Analyze themes about happiness and human nature and how they are developed in a text
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme
- Synthesize various literary works and discuss the author's portrayal of compassion and how it drives the story
- Research social or political conflict in a historical time period and create a first-person narrative incorporating extensive details, authentic characters, plot, and setting



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Anchor Text(s): *Night* by Elie Wiesel (memoir)
A Thousand Splendid Suns by Khaled Hosseini (novel)
Full-Process Writing: narrative **Unit**
Length: ten weeks

Text: *Night* by Elie Wiesel



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Performance Tasks and Other Evidence:

- Complete Anticipation Guide and participate in four corners to discuss student [http://www.envisionacademy.org/blogs/english/Night Anticipation Guide.pdf](http://www.envisionacademy.org/blogs/english/Night%20Anticipation%20Guide.pdf)
- Identify evidence that supports textual analysis by writing a one-page objective summation answering the question, how does Eliezer's faith in God change throughout *Night*? Cite three specific examples of how he begins to doubt his faith. (MOV)
- cpalms.org/uploads/resources/48873/Rubric%20Summative%20Assessment%20%20Night.pdf
- Use implicit and explicit details to draw conclusions about the text (Guiding questions to support critical thinking: What is the significance of the Holocaust and why is it important?, How did events perpetuating genocide and slavery affect those who experienced this type of violence?, What basic human rights do we as American citizens have?, If you were only allowed to maintain one of these rights, which one would you keep?)
- Annotate a text to evidence thinking ([Annotating Text RS 8](#)) (TCC)
- Compare and contrast events and people in a memoir to current world events and people
- Apply close reading strategies ([Close Reading Planning Sheet RS 7](#))
- Respond in writing to academic prompts to evidence understanding (sample prompts/guiding questions: Many characters in *Night* are transformed into brutal savages due to inhumane treatment they personally experience. Why do you think this happened? Explain and support your views with quotes and examples which occur in the memoir (GOV)
- Use textual evidence to support writing by having students journal in paragraph format: What is the primary lesson that Elie Wiesel teaches us in *Night*? ((although answers may vary, students should demonstrate a connection with the memoir in that it teaches us (from a historical viewpoint) to not allow this type of treatment toward humans to be repeated)) (ID)

* RC: This will be a good spot to have students work on the genocide prompt



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- Craft a narrative to demonstrate ability to complete a full-process writing assignment
- Actively prepare and participate in Socratic Seminar and use textual evidence to support ideas about *Night*. Sample Socratic Seminar questions include, but are not limited to: 1.) *Human rights of Jews were violated during the Holocaust. Describe which human rights you feel were violated in the memoir using textual evidence and examples.* 2.) *What is the “world’s” responsibility in matters of inhumane treatment of others?* 3.) *Early in the memoir, after Moishe the Beadle escapes his execution, no one believes what he says happened. Even after the Germans arrive in Sighet and move all the Jews into ghettos, most thought they would only stay until the end of the war. Why did the townspeople have such widespread denial of what was to come, even though they had evidence?* 4.) *Could the Holocaust have been avoided? If so, how?* (GOV)

Additional Resources

- "The Perils of Indifference" by Elie Wiesel (audio version of speech) <http://www.americanrhetoric.com/speeches/ewieselperilsofindifference.html>
- Nobel Prize Acceptance Speech by Elie Wiesel (speech) <http://eliewiesel.org/nobelprizespeech.aspx>
- "Brene Brown on Empathy" (video) <https://www.youtube.com/watch?v=1Evwgu369Jw>
- "Worse than War" - Documentary by Daniel Goldhagen (excerpts as needed) <http://www.pbs.org/wnet/worse-than-war/>
- Oprah Winfrey interviews Elie Wiesel (television program – excerpts as needed) <https://www.youtube.com/watch?v=4IJ4mpCDVpE>
- Basic Elements of Conducting a Socratic Seminar - <http://www.readwritethink.org/professional-development/strategyguides/socratic-seminars-30600.html>



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Text(s): *A Thousand Splendid Suns* by Khaled Hosseini

Performance Tasks and Other Evidence:

- *A Thousand Splendid Suns* takes its title from a poem by the 17th century Persian poet Saib-e- Tabrizi. Students will conduct a close read of the poem and make a list of images the poet uses to praise the city of Kabul and its beauty <http://webquestsplendidsuns.weebly.com/the-poem.html> (ID)
- Model Lesson (ID)
- Make text-to-text connections in order to analyze symbolism (poem)
- Annotate for character development
- Respond to text-dependent questions ([Creating Questions for Close Analytic Reading Exemplars RS 9](#))
- Create open-ended questions to prepare for Socratic Seminar ([Possible Socratic Seminar Questions RS 31](#))
- Participate in Socratic seminar and use textual evidence to support ideas about theme and characterization
- Research Afghanistan's history in order to understand the impact of setting on plot and character development (GOV) • Conduct short focused research on human rights and women's rights (SOC)

Additional Resources

- "Kabul" by Saib-e-Tabrizi (poem) <http://webquestsplendidsuns.weebly.com/the-poem.html>
- "America's Lessons Learned in Afghanistan" (documentary – excerpts as needed) <http://www.pbs.org/video/2365521104/>
- "A Jury of her Peers" by Susan Glaspell (short story) <https://www.learner.org/exhibits/literature/story/fulltext.html>
- Photos of Afghanistan http://travel.nationalgeographic.com/travel/countries/afghanistan-photos/#/afghanistanburka_4111_600x450.jpg
- 16 Days in Afghanistan documentary <http://indieflix.com/film/16-days-in-afghanistan-16286-.WDJpG0NFhhI.link>



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Text(s): "What, of this Goldfish, Would You Wish?" By Etgar Keret

Performance Tasks and Other Evidence:

- Annotate text for character motivation -What does Sergei Goralick value?
 - What does the character want?
 - Does he want conflicting things?
 - What does the character believe? -What does the character fear?
- Respond to text-dependent questions ([Creating Questions for Close Analytic Reading Exemplars RS 9](#))
- Create narrative for "missing time" in the original text in order to evaluate author's choice of text structure
- Write an original tale of three wishes that illuminates a similar or different theme about human nature (ID)
- Create an informative prompt that asks students to provide an objective summary of the text (e.g., How is the Lottery process revealed over the course of the text?)

Additional Resources

- "The Goldfish" (short film adaptation)
- Analyze Point of View: Cultural Background (reading in *Collections* text)

Text(s): from *Hope for Animals and Their World* by Jane Goodall



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Performance Tasks and Other Evidence:

- Evaluate effectiveness of the development of the claim by outlining author's argument
- Cite textual evidence that supports the claim ([Analyzing Arguments Worksheet RS 32](#))
- Annotate text for statements that reflect author's purpose ([Annotating Text RS 8](#))
- Analyze how non-print aspects of the text contribute to the author's purpose and development of the claim (GEO)
- Identify the author's rhetoric that advances her argument ([Elements of Rhetoric RS 6](#))
- Differentiate between facts and opinions

Additional Resources

- "In Defense of Everglades Pythons" by Andrew C. Revkin (blog post)

Text(s): "My Life as a Bat" by Margaret Atwood

Performance Tasks and Other Evidence:

- Analyze nontraditional text structure by breaking it down into traditional plot elements (no correct answer for this) (ID)
- Respond to teacher prompt related to theme
- Use textual evidence to support ideas about theme
- Identify figurative language (similes and metaphors) and explain how it creates imagery
- Evaluate narrator's word choice and identify words that reveal her opinion about bats (GEO)

Additional Resources

- *Science Daily* https://www.sciencedaily.com/news/plants_animals/endangered_animals/

Unit Summative Task Performance



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Reading- Graded Discussion/Socratic Seminar: Students will develop, refine, and prepare answers to higher level questions that address the texts in this unit in relation to the essential question – *How is compassion necessary to the human experience?*

<http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>

Full-Process Narrative Writing: Narrative

- **Prompt:** Research a time period and region that is known historically to contain social or political conflict (the Holocaust in *Night* or the Taliban rule in *A Thousand Splendid Suns* are two examples). Write a first-person narrative by creating a character who experienced the conflict first-hand. Incorporate extensive details gathered through research to create authentic characters, plot, and setting.
- Narrative Writing Rubric ([Narrative Writing Rubric RS 24](#))

Unit 2: The Journey to Social Justice

Second Marking Period



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CCRS	<p>Reading: Literature</p> <p><u>CCRS.ELA-LITERACY.RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCRS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCRS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <u>CCRS.ELA-LITERACY.RL.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>CCRS.ELA-LITERACY.RL.9-10.5</u> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><u>CCRS.ELA-LITERACY.RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Reading: Informational Texts</p> <p><u>CCRS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCRS.ELA-LITERACY.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>CCRS.ELA-LITERACY.RI.9-10.3</u> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><u>CCRS.ELA-LITERACY.RI.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><u>CCRS.ELA-LITERACY.RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
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CCRSLELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCRSLELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CCRSLELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. CCRSLELA-LITERACY.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing

CCRSLELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. CCRSLELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCRSLELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRSLELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRSLELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **Speaking & Listening**

CCRSLELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCRSLELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCRSLELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCRSLELA-LITERACY.SL.9-10.4

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

CCRSLELA-LITERACY.SL.9-10.5



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	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Language</p> <p><u>CCRSLELA-LITERACY.L.9-10.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCRSLELA-LITERACY.L.9-10.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCRSLELA-LITERACY.L.9-10.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><u>CCRSLELA-LITERACY.L.9-10.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>CCRSLELA-LITERACY.L.9-10.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Enduring Understandings	<p>Students will understand that...</p> <ul style="list-style-type: none">• A society's rules affect the development of its citizens.• Knowing one's audience is essential to writing and delivering an effective argument.
Essential Question	What is the role of the individual in the journey to social justice?



COLLEGE AND CAREER READY

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Relevance and Connections

The rise in inequality in the distribution of income and opportunities is well documented in our nation. During the course of this unit, students should recognize the role that individuals and the increased use of social media and technology have in shaping the face of social justice. It is important to equip students with the opportunity to experience the key ideas and explore the issues in today's world. The article and prompt below will allow students to rethink, revise, and evaluate their thinking and the implications it has on modern day society.

- People in our world rely heavily on and continue to demand better and more advanced technology. What are the drawbacks and possible dangers of this way of life?
- Compare and contrast the social justice issues brought up in the unit with those found in this article:
<https://www.fastcompany.com/3054466/10-issues-that-will-shape-the-world-in-2016>
- What effect, if any, has social protest led to social justice? Consider the case of Travon Martin and the formation of Black Lives Matter. How does Black Lives Matter influence current policy and laws?



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Learning Objectives

Students will know...

- Literary devices such as allusion, situational irony, foreshadowing, and symbolism
- Pre-reading, during reading, and after reading strategies
- Elements of dystopia
- Close reading and questioning strategies
- Elements of Argumentative Essay

Students will be able to...

- Analyze the parts of plot and how it moves the story
- Examine historical contexts and cultural values and compare and contrast different societies
- Analyze the significance of symbolism and identify how it deepens the meaning of a text
- Craft and respond to text-dependent questions
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme
- Utilize a Socratic seminar to engage in higher level discussion of key ideas
- Conduct short focused research in order to gain historical context
- Analyze tone by identifying text evidence and examining diction
- Analyze a seminal document by examining the impact of word choice

Anchor Text(s): *Fahrenheit 451* by Ray Bradbury
A Long Way Gone by Ishmael Beah

Full-Process Writing: Argumentative Essay

Unit Length: ten weeks

Text: *Fahrenheit 451* by Ray Bradbury



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Performance Tasks and Other Evidence:

- Identify literary allusions and analyze how the historical significance of the allusions lends meaning to the text (TCC)
- Summarize examples of text events that are examples of situational irony and explain what that irony reveals about the society
- Analyze how Bradbury creates suspense through foreshadowing and pacing by identifying suspenseful passages
- Explain the significance of symbolism in the chapter titles: "The Hearth and the Salamander" and "The Sieve and the Sand"
- In "Burning Bright," analyze the symbolism of the phoenix and the mirror factory. Determine whether these symbols provide a hopeful or despairing ending for the text.
- Provide examples of Montag's and Faber's internal conflicts in order to draw conclusions about their characters. Respond: Which character shows more bravery? (ID)
- Compare and contrast the society in the novel to today's society. Respond: In which ways are the two societies similar and different? (GOV)

**RC: This could be good point to discuss current societal issues.*

Additional Resources

- "The Pedestrian" by Ray Bradbury
- Ray Bradbury's Coda (full text available in multiple locations online)
- "Dover Beach" by Matthew Arnold <http://www.victorianweb.org/authors/arnold/writings/doverbeach.html>
- "Burning a Book" by William Stafford <http://poetryschmmapoetry.blogspot.com/2011/04/burning-book-by-williamstafford.html>
- "Authors discuss censorship for the Banned Books Virtual Read-out!" <https://www.youtube.com/watch?v=hKE7k5Qjobw>

Text(s): *A Long Way Gone* by Ishmael Beah



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Performance Tasks and Other Evidence:

- Perform a web exploration about child soldiers, blood diamonds, and civil wars in Africa ([A Long Way Gone Pre-Reading RS 25](#)) (SOC)

**RC: This would be a good point to address the social issues prompt and utilize the article*

- Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, and/or resource issues in various parts of the world (MOV)
- Examine elements of a memoir, paying close attention to pros, cons, and effects on a reader
- Analyze how tone impacts a reader's experience with and understanding of a memoir
- Discuss character development by examining a characters' speech, thoughts, and actions; interactions with other characters and the environment; and direct comments made by the narrator
- Employ various close reading strategies with teacher and student selected passages to generate discussion and writing opportunities <http://www.scholastic.com/teachers/article/common-core-close-reading-0>
- View and discuss a recent interview with Ishmael Beah: [http://www.cc.com/video-clips/i292oo/the-colbert-report-ishmaelbeah \(ID\)](http://www.cc.com/video-clips/i292oo/the-colbert-report-ishmaelbeah(ID))
- Make inferences about why Beah wrote his memoir. What did he want readers to learn? What message did he want to send to the world? Focus on author's craft and structure (elements of a memoir) and its impact on achieving these goals. (SOC)

Additional Resources

- Office of the Special Representative of the Secretary-General for Children and Armed Conflict <https://childrenandarmedconflict.un.org/>
- Video interviews with Ishmael Beah <http://www.alongwaygone.com/media.html>
- Excerpts from *Blood Diamond* (movie) - teacher selected

Text(s): *Medea* by Euripides



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Performance Tasks and Other Evidence:

- Before reading, students define justice and vengeance using prior knowledge and/or resources.
- Place Medea on trial for her murder of her children and association with death of the king and princess. Assign students to roles of prosecution team, defense team, judge, witnesses, and jury. Determine numbers of students on teams and which witnesses to include (Corinthian women, Jason, Nurse, etc.) based on class size.
- Compare Medea's sensibilities to the Corinthian women's sensibilities by citing textual evidence; then, draw conclusions about the cultural differences between them. (MOV)
- Locate examples of figurative language in the text and explain their meaning in the context of the play.
- Respond using textual evidence: The Corinthian women tell Medea that she desires vengeance, not justice. What is the difference between the two? Are Medea's actions examples of vengeance or justice? (SOC)

**RC: This would be a good spot to discuss influence of Black Lives Matter and effect it has had on policy*

Additional Resources

- "Margaret Garner" by Thomas Satterwhite
http://civilwarwomen.wp.tulane.edu/wpcontent/uploads/sites/61/2015/04/Thomas_Satterwhite_Noble_Margaret_Garner.jpg
(painting)
- "Margaret Garner" by Rachel Jolivet Brown <http://civilwarwomen.wp.tulane.edu/essays-3/margaret-garner/> (artwork analysis)

Text(s): from "Towards a True Refuge" by Aung San Suu Kyi (speech excerpt)

Performance Tasks and Other Evidence:

- Complete a graphic organizer chart in which students identify Kyi's claims and the supporting details for her claims.
- Select particular word choice in the text with notable connotations. Have students differentiate between denotation and connotation, and explain how word choice contributes to Kyi's statement of claims. (EXCH)
- Respond with textual evidence: What is Kyi arguing for and against? How do her word choice and tone affect her overall meaning? (GEO)



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Additional Resources

- "Profile: Aung San Suu Kyi" <http://www.bbc.com/news/world-asia-pacific-11685977>
- "Time to Flee" https://www.amnesty.org.uk/sites/default/files/lesson_plan_-_time_to_flee.pdf (teacher resource)

Unit Summative Task Performance

Reading- Research a current social issue and create a display – poster, video, etc. -- that serves to educate the student body and/or community and also offers suggestions for how citizens can contribute to the journey toward social justice.

Full-Process Narrative Writing: Argumentative Essay

- **Prompt:** To what degree are individuals obligated to contribute to the journey toward social justice? Use evidence from two of the texts from the unit to support your opinion.
- Argumentative Writing Rubric ([Argumentative Writing Rubric RS 19](#))

**RC: This would be a good spot to use the writing prompt as a formal full process writing piece.*

Unit 3: Power of Rhetoric

Third Marking Period



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CCRSL	<p>Reading: Literature</p> <p><u>CCRS�.ELA-LITERACY.RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCRS�.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCRS�.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <u>CCRS�.ELA-LITERACY.RL.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>CCRS�.ELA-LITERACY.RL.9-10.5</u> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><u>CCRS�.ELA-LITERACY.RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Reading: Informational Texts</p> <p><u>CCRS�.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCRS�.ELA-LITERACY.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>CCRS�.ELA-LITERACY.RI.9-10.3</u> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><u>CCRS�.ELA-LITERACY.RI.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><u>CCRS�.ELA-LITERACY.RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p>
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(e.g., a section or chapter).

CCRS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCRS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCRS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCRS.ELA-LITERACY.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing

CCRS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCRS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCRS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **Speaking & Listening**

CCRS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCRS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CCRS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCRS.ELA-LITERACY.SL.9-10.4



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



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	<p><u>CCRS�.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Language</p> <p><u>CCRS�.ELA-LITERACY.L.9-10.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCRS�.ELA-LITERACY.L.9-10.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCRS�.ELA-LITERACY.L.9-10.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <u>CCRS�.ELA-LITERACY.L.9-10.5</u></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>CCRS�.ELA-LITERACY.L.9-10.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Enduring Understandings	<p>Students will understand that...</p> <ul style="list-style-type: none">• Various propaganda techniques in various media can manipulate thinking.• Individuals have the ability to make their own choices.• Historical and cultural influences can call us to action.
Essential Question	How is rhetoric used to justify leadership or rebellion?



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Relevance and Connections

During the course of this unit, students should recognize the role that rhetoric plays influencing and persuading public policy and leadership. It is important to equip students with the opportunity to experience the key ideas and explore the issues in today's world. The article and prompt below will allow students to rethink, revise, and evaluate their thinking and the implications it has on modern day society.

- How do modern day leaders and politicians use rhetoric in their favor? How can it be detrimental? https://www.washingtonpost.com/news/the-fix/wp/2015/12/07/is-our-out-of-control-political-rhetoric-really-all-thatextraordinary/?utm_term=.dd29267373c0
- What do you believe President Obama's main point is in this article? Provide a rationale. Explain whether or not you agree. http://www.huffingtonpost.com/entry/obama-black-lives-matter-police_us_57824c9ce4b0344d514fa8c5
- Research the rhetoric used in Black Lives Matter and All Lives Matter campaigns, speeches, etc. Analyze its efficacy.

Learning Objectives

Students will know...

- Annotation options and purposes
- Text structure and rhetorical appeals and devices
- Historical context for literary works
- Close reading and questioning strategies
- Word choice and tone
- Author's point of view
- Components of Rhetorical Analysis Essay

Students will be able to...

- Analyze text for author's use of rhetorical appeals and devices
- Analyze a text as an allegory for an historical event
- Analyze how word choice and tone can be used to appeal to a specific audience
- Evaluate the effectiveness of different accounts in different mediums
- Examine, critique, and emulate a writing style



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Anchor Text(s): "Letter from Birmingham Jail" by Martin Luther King, Jr.

Animal Farm by George Orwell

Full-Process Writing: Rhetorical Analysis Essay Unit

Length: ten weeks

Text: "Letter from Birmingham Jail" by Martin Luther King, Jr.

Performance Tasks and Other Evidence:

- Annotate the letter for rhetorical appeals – pathos, logos, ethos (CIV)
- Annotate the letter for rhetorical devices – especially repetition, parallelism, rhetorical questions
- Identify main ideas and supporting details in various sections of the letter (EXCH)
- Identify author's purpose (MOV)
- Analyze how rhetoric is used to achieve purpose

**RC: This would be a good spot to use the prompt How do modern day leaders and politicians use rhetoric in their favor? How can it be detrimental?*

Additional Resources

- "Montgomery Boycott" by Coretta Scott King
- Review of "I Have a Dream" speech, which students read in ninth grade
- Audio excerpts from Nelson Mandela's speeches - <https://www.theguardian.com/world/video/2013/dec/05/nelson-mandela1964-speech-audio>



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Text(s): *Animal Farm* by George Orwell

Performance Tasks and Other Evidence:

- Respond to guided reading questions in order to increase overall comprehension of the text (MOV)
 - Outline Old Major's speech for main ideas and supporting details (ECO)
 - Analyze rhetoric in Old Major's speech and evaluate his character. Respond using textual evidence: Is he a good leader? (CIV)
 - Draw comparisons between characters and their historical counterparts (TCC)
 - Research other historical or current events in which one group oppressed another group through propaganda or by using a scapegoat (TCC)
- *RC: This would be a good spot to research the rhetoric used in Black Lives Matter and All Lives Matter campaign.*
- After reading the chapter about whether or not to build a windmill, students can write a speech from the point of view of Napoleon or Snowball and attempt to convince the other animals to see his point of view.

Additional Resources

- Selected fables by Aesop, La Fontaine, or Thurber <http://www.taleswithmorals.com/>
Communist Propaganda Posters http://www.huffingtonpost.com/2014/12/26/communist-propaganda-post_n_6377336.html

Text(s): "First Letter to Lord Irwin" by Mahatma Gandhi



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Performance Tasks and Other Evidence

- While reading, students should annotate the text to identify any appeals Gandhi makes to his audience, an important British official, and record any questions that come to mind. (GOV)
- Complete a cause-and-effect graphic organizer that identifies the causes of India's problems and the effects of British rule on India. (TCC)
- Identify passages that Gandhi carefully crafted with his unique audience in mind. Engage students in a discussion about how speakers and writers often manipulate their words to suit a particular audience.(CIV)
- Compare Gandhi's message of nonviolence to Martin Luther King, Jr.'s message of nonviolence in "Letter from Birmingham Jail." Using textual evidence, respond: How do both men use rhetoric to justify the need for nonviolent direct action?

*RC: *This would be a good spot for the President O'bama article*

Additional Resources

- Background Information in *Collections* text – essential reading for context
- "Civil Disobedience" by Henry David Thoreau (essay)
Ghandi's Salt March <https://www.youtube.com/watch?v=wj8GflrkJK8> (video)

Text(s): "A Modest Proposal" by Jonathan Swift

Performance Tasks and Other Evidence

- Make inferences and connections about non-print text and complete a guided reading of the text ([A Modest Proposal –Guided Reading RS 33](#))
- Using "A Modest Proposal" and satirical news programs as a model, students write their own satirical essay proposing a preposterous solution to a current social problem. Students may also refer to articles from *The Onion* as guidance for writing in a satirical tone. (EXCH, GOV, TCC)

Additional Resources

- Excerpts from *Candide* by Voltaire (satire)
- "A Satirical Elegy on the Death of a Late Famous General" by Jonathan Swift <https://www.poetryfoundation.org/poems-andpoets/poems/detail/45268> (poem)
Various articles from *The Onion* (teacher selection) <http://www.theonion.com/>



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Text(s): from *Revolution 2.0* by Wael Ghonim (memoir)

Performance Tasks and Other Evidence

- While reading, students should annotate the text according to the author's strategy for organizing information, identify the kinds of information the author includes in the document, and record any questions students can generate. (GOV)
- Identify the segment of Ghonim's writing that functions as an argument. State Ghonim's claim and list his pieces of supporting evidence. (MOV)
- Analyze the strength of Ghonim's claim by evaluating his evidence in terms of strength. Students will classify Ghonim's supporting evidence as facts, statistics, or anecdotes, and evaluate the effectiveness of the evidence through small-group or partner discussion.
- Draw students' attention to subheadings. Respond with textual evidence: How do the author's various subheadings relate to his purpose for writing? (CIV)

Additional Resources

- From "Tolerance" by E.M. Forster
- "The Impact of the Internet on Society: A Global Perspective" by Manuel Castells
<https://www.technologyreview.com/s/530566/the-impact-of-the-internet-on-society-a-global-perspective/> (article)

Unit Summative Task Performance

Reading- Write and prepare to deliver a brief argumentative speech on a debatable topic that is related to current social issues. You must include at least two different rhetorical devices (repetition, parallelism, rhetorical questions, etc.) and two rhetorical appeals (logos, ethos, pathos).

Full-Process Narrative Writing: Rhetorical Analysis Essay

- **Prompt:** Using evidence of rhetorical devices and appeals from both Martin Luther King's letter and *Animal Farm*, analyze how individuals can use language in order to accomplish a goal or manipulate others, whether for honorable intentions or self-serving advancement.
- Research and Literary Analysis Writing Rubric ([Research and Literary Analysis Writing Rubric RS 14](#))



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Unit 4: The Price of Ambition

Fourth Marking Period



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CCRS

Reading: Literature

CCRS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCRS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCRS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCRS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCRS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCRS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading: Informational Texts

CCRS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCRS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCRS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCRS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCRS.ELA-LITERACY.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text



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(e.g., a section or chapter).

CCRS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCRS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCRS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCRS.ELA-LITERACY.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing

CCRS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCRS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCRS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **Speaking & Listening**

CCRS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCRS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CCRS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCRS.ELA-LITERACY.SL.9-10.4



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



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	<p><u>CCRS�.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Language <u>CCRS�.ELA-LITERACY.L.9-10.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>CCRS�.ELA-LITERACY.L.9-10.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>CCRS�.ELA-LITERACY.L.9-10.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <u>CCRS�.ELA-LITERACY.L.9-10.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <u>CCRS�.ELA-LITERACY.L.9-10.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Enduring Understandings	<p>Students will understand that...</p> <ul style="list-style-type: none">• Humans are capable of reaching great heights as well as great depths.• Society determines what is acceptable and what is not.• Humans can have a lust for power and control.• Literary themes transcend time.
Essential Question	What is the price of ambition? How does power or the need for power influence human behavior and impact society?



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Relevance and Connections

During the course of this unit, students should recognize the driving force of power and ambition. It is important to equip students with the opportunity to experience the key ideas and explore the issues in today's world. The academic prompts below will allow students to rethink, revise, and evaluate their thinking and the implications it has on modern day society.

- Explain whether or not ambition plays a role in the tragedies occurring in countries like Syria, Iran, and Turkey.
- Is a thirst for power timeless? Identify, research, and explain modern-day examples.
- Who is Julius Caesar most similar to, if we were to compare him to our leaders of modern times?

Learning Objectives

Students will know...

- Short focused research strategies
- Key literary terms: soliloquy, aside, dramatic irony, allusion, foils, verbal irony, and tragic hero
- Components of high level questions and discussion
- Before, during, and after reading strategies
- Components of Response to Literature essay

Students will be able to...

- Analyze character theme development
- Analyze symbolism in order to examine emerging themes
- Evaluate speaker's effectiveness and rhetorical devices
- Craft an original poem in order to express mood and theme



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Anchor Text(s): *Lord of the Flies* by William Golding
Julius Caesar by William Shakespeare

Full-Process Writing: Response to Literature Essay

Unit Length: ten weeks

Text: *Lord of the Flies* by William Golding

Performance Tasks and Other Evidence

- Research various individuals whose ambition led to greatness or downfall and share mini-presentations with the class. (may be good for partner work) (GOV)
- After reading Chapter 1, students identify passages that exemplify character traits of Ralph, Jack, and Piggy. Use identified character traits to draw early conclusions about the characters. (ID)
- Golding says his novel is "an attempt to trace the defects of society back to the defects of human nature." Have students identify passages or character interactions that illuminate a particular "defect of human nature" and explain through discussion. (MOV)
- Examine the Power and Control wheel and select evidence from the text that exemplifies various aspects of the wheel. ([Power and Control Wheel RS 34](#))
- Identify the meaning of prominent symbols – the conch, Piggy's glasses, the signal fire, the beast, the lord of the flies, and the characters of Jack, Ralph, Piggy, and Simon themselves.
- Write high-level, whole-book discussion questions in preparation for a Socratic seminar. ([Bloom's Taxonomy RS 3](#)) • Complete a Reading Inventory. ([Reading Inventory RS 5](#))



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Additional Resources

- "Children's Accountability for Their Crimes" by Alison Zimbalist
<http://learning.blogs.nytimes.com/1998/08/17/childrensaccountability-for-their-crimes/> (lesson plan)
- "Terror in Littleton...Deeper Truths Sought In Violence by Youths" by Erica Goode
<http://www.nytimes.com/1999/05/04/us/terror-in-littleton-the-psychology-deeper-truths-sought-in-violence-by-youths.html> (article)
- "When Women Rule" by Nicholas D. Kristof http://www.nytimes.com/learning/students/pop/articles/10kristof_LN.html (article)
- "The Milgram Experiment" by Saul McLeod <http://www.simplypsychology.org/milgram.html> (psychology study)

Text(s): *Julius Caesar* by William Shakespeare

Performance Tasks and Other Evidence

- Participate in various types of reading the text – independent, small group aloud, whole-class aloud, along with an audio recording. View segments of the play from the film adaptation. Teacher should use discretion in determining appropriate acts and scenes for reading versus viewing.
- Provide students with hard copies of the play – rather than in a textbook – and have students annotate directly on the page, paraphrasing important passages in their own words.
- Provide students with selected quotations from any act or scene and have students write summaries based on the quotations provided. Model is provided for Act I. ([Act I Quotes RS 35](#)) An alternative assignment may require students to select the important passages themselves before writing the summary. (MOV)
- Annotate Brutus's and Antony's funeral speeches (Act III, Sc. 2) for rhetorical devices – repetition, parallelism, rhetorical questions – and rhetorical appeals – logos, pathos, ethos.
- Respond using evidence of rhetorical devices and appeals from both speeches: Why is Antony's speech ultimately more successful in persuading the audience? (TCC)
- Identify examples of the following literary terms: soliloquy, aside, dramatic irony, allusion, foils, verbal irony, and tragic hero.
- Have students create the front page of a tabloid newspaper summarizing the events of the play. (see model for *Romeo and Juliet* in additional resources) (GOV)

*RC: This would be a good point to have students compare *Julius Caesar* to a modern day leader.



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Additional Resources

- “Julius Caesar” background video
<https://www.youtube.com/watch?v=nPYuxReh7fM&feature=youtu.be>
 - Model tabloid front page for *Romeo and Juliet*
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/themes_romeojuliet.shtml
- Key Vocabulary Terms (organized by Act) <https://www.vocabulary.com/lists/237651>

Text(s): *Of Ambition* by Sir Francis Bacon

Performance Tasks and Other Evidence

- Complete an anticipation guide on topics related to ambition ([“Of Ambition” Anticipation Guide RS 36](#))
- Annotate the text for figurative and connotative language and tone.
- Outline Bacon’s claims and identify key supporting details. (GOV)
- Through the evidence accumulated from reading *Of Ambition* and “Fueled by blind ambition,” write a brief response comparing Bacon’s views of ambition to your own.

**RC: This would be a good place to have students answer the question Is a thirst for power timeless? Identify, research, and explain modern day examples.*

Additional Resources

- “Fueled by blind ambition, destroyed by deceit”
http://www.nj.com/corruption/stories/index.ssf?/corruption/stories/030531sl_treffinger_ruin.html
- Interview with Mark Zuckerberg <https://www.youtube.com/watch?v=oO3wCqjytmg>

Text(s): “Landscape with the Fall of Icarus” by William Carlos Williams



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Performance Tasks and Other Evidence

- Read the Myth of the Fall of Icarus in order to establish essential background information for students. Ask students to explain the theme illuminated by the story. (TECH and GEO)
- Compare the poem and the painting ([Analyzing a Work of Art RS 37](#))
- Using Williams' poem as a model, students will select a piece of artwork relating to the theme of ambition and create their own poems.

Additional Resources

- Bruegel's Painting *Landscape with the Fall of Icarus* <http://www.bouwman.com/netherlands/Landscape.html>
"The Myth of the Fall of Icarus" http://www.greeka.com/eastern_aegean/ikaria/ikaria-myths/daedalus-icarus.htm

Unit Summative Task Performance

Reading- Choose a famous leader from history, and create a presentation (PowerPoint, Prezi, etc.) that illustrates that person's rise to power, motivation to gain and maintain power, actions taken while in power, influence over others while in power, and consequences or benefits to society from his or her power and/or leadership. Draw a conclusion about that person's ambition or desire for power and make a connection to human nature.

Full-Process Writing - Response to Literature:

- **Prompt:** Select one text from this unit, and analyze the author's message about ambition. Illustrate how the theme develops over the course of the text by citing evidence of both plot and character analysis.
- Research and Literary Analysis Writing Rubric ([Research and Literary Analysis Writing Rubric RS 14](#))

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~ Guide to Annotating a Text ~

As you work with your text, consider all of the ways that you can connect with what you are reading. Here are some suggestions that will help you with your annotations:

- Define words or slang; make the words real with examples from your experiences; explore why the author would have used a particular word or phrase.
- Make connections to other parts of the text. Feel free to use direct quotes from the text.
- Make connections to other texts you have read or seen, including...
 - Movies
 - Comic books/graphic novels
 - News events
 - Other books, stories, plays, songs, or poems
- Draw a picture when a visual connection is appropriate.
- Re-write, paraphrase, or summarize a particularly difficult passage or moment.
- Make meaningful connections to your own life experiences.
- Describe a new perspective you may now have.
- Explain the historical context or traditions/social customs that are used in the passage.



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- Offer an analysis or interpretation of what is happening in the text.
- Point out and discuss literary techniques that the author is using.
- Define challenging / confusing vocabulary words or terms.
- Ask questions that you might want to research further. Pay attention to whether those questions get answered later in the text.



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Close Reading Planning Sheet RS 7

Planning Increasingly Complex Questions to Support Close Reading

Title and author of selection:

A one- to two-sentence statement of the important understanding about the text you hope students will derive from careful, repeated readings:

Reading and Guiding Question	Possible Close Reading Questions
First Reading <i>"What's going on, and how do I know?"</i>	
Second Reading <i>"How do the author's choices in language and craft help me understand or appreciate something that I didn't notice the first time I read?"</i>	
Third Reading <i>"What does this text cause me to think or wonder about some larger aspect the text and of the human condition?"</i>	

How will these questions be integrated in a larger sequence of activities involving reading, writing, and talk?

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Creating Questions for Close Analytic Reading Exemplars RS 9

Creating Questions for Close Analytic Reading Exemplars: A Brief Guide

1. Think about what you think is the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.
2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.
3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.
6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.

Possible Socratic Seminar Questions RS 31



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A Thousand Splendid Suns

Possible Socratic Seminar Questions

1. Discuss Nana's bitterness- is it justifiable?
2. Discuss the appropriateness of the following description of Mariam's home with Nana: "sounded like a warden bragging about the clean walls and shiny floors of his prison."
3. Who is more trustworthy- Nana or Jalil?
4. Discuss the burqua as a symbol of Mariam's development as a person.
5. Discuss the relevance of the conversation about Tajiks and Pashtuns on pg 117 to the many cultures co-existing in **American** society: "when one group rules over the others for so long... there's contempt. Rivalry."
6. Discuss Babi's description of Americans (bottom of 135) in relation to American descriptions of Afghani people.
7. What is the significance of Laila's childhood trip to see the giant stone Buddhas above the Bamiyan Valley? Why do you think Hosseini chose to include this part of Afghanistan in the novel?
8. What is the effect of the juxtaposition of war with everyday life in the novel?
9. Discuss the excitement over the film *Titanic* in particular. Why do you think people would risk the Taliban's violence to watch the film?
10. What is the difference between being "protective" and being "possessive"? Where are these differences seen in the novel? (see p 207)
11. Discuss the difference in the way Rasheed treats the children and the roots of this treatment. Does this, and if so discuss, add another dimension to his character?
12. Discuss the circumstances in Mariam's and Laila's lives that were not within the realm of their control. How and when did the women regain power over their own lives? Who or what was essential for them to gain this personal power?
13. Discuss the justice or injustice of Mariam's death sentence.
14. There are two instances in the novel when Mariam signs a contract: during her marriage and before her execution. Discuss the correlation between these two events and the possible symbolism.
15. Trace the troubles of Mariam and Laila back to their roots. Where did their troubles begin?
16. Discuss the statement "accusing fingers always find a woman." How is this seen in the novel? Is it relevant in Modern American society?
17. Discuss Zalmi's upbringing and its implications. As American readers, what are the larger connections that can be made about Zalmi's upbringing and how our society views the MiddleEastern cultures?



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18. Compare and contrast the marriages in the novel.
19. Compare and contrast the 5 main male characters in the novel: Tariq, Babi, Rasheed, Jalil and Mullah Faizullah (Mariam's childhood tutor).
20. Is there anyone in the novel whom you would characterize as evil?
21. Why do you think so many people refuse to leave Afghanistan, even in times of great danger?
22. Would you categorize this novel as a story of survival? Of hope?
23. In your opinion, would a better ending for the novel have been for Mariam to escape with Tariq and Laila and also find happiness? Are you left with the impression that Tariq and Laila can experience happiness?
24. Has this novel affected your perception of the Middle East?



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Analyzing Arguments RS 32

Name _____

Analyzing Arguments Worksheet

Claim: _____

Support for Claim:

Reason #1 _____

Evidence

Reason #2 _____

Evidence



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Reason #3

Evidence

Conflicting Information:

What are some things you can do to solve the problem of conflicting information?

Elements of Rhetoric RS 6



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Key Elements of Rhetoric

- **Logos:** Logos is an appeal to logic, and as such, a logos argument uses facts, statistics, evidence, numbers, and clearly logical patterns to prove a point. Through reason, the speaker convinces his audience that an idea is right or wrong, an action good or bad, a plan worthy or unworthy.
- **Pathos:** Pathos is an appeal to the emotions of the audience, an appeal to their emotions, sympathies, or imaginations. The speaker tries to convince the audience through awakening their emotional connection to a particular subject or idea.
- **Ethos:** Ethos is a form of argument that uses the credibility of the speaker to persuade. It is similar to “street cred” in the sense that the argument is believable primarily because of the character or reputation or qualities of the speaker him- or herself. Ethos can be achieved by the speaker’s practical knowledge or professional experience, the speaker’s position as a person of credibility or honor, or the speaker’s goodwill toward the audience (that is, the idea that the speaker has the audience’s best interests in mind).



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Narrative Writing Rubric

Narrative Writing Rubric RS 24

Trait	4	3	2	1
Fulfillment of the Task	The student effectively and comprehensively develops real or imagined experiences or events by focusing on a clear, well-defined, and significant experience that is consistently appropriate to task, purpose, and audience.	The student generally develops real or imagined experiences or events by focusing on a clear experience that is appropriate to task, purpose, and audience.	The student minimally develops real or imagined experiences by focusing on an experience that is limited in its appropriateness to task, purpose, and audience.	The student does not address the prompt , or the response is underdeveloped and/or inappropriate to task, purpose, and audience.
Character Development	The student successfully utilizes many narrative techniques (plot, dialogue, pacing, and description) to effectively and purposefully develop experiences, events, and characters.	The student utilizes some narrative techniques (plot, dialogue, pacing, and description) to purposefully develop experiences, events, and characters.	The student utilizes few narrative techniques (plot, dialogue, pacing, and description) to develop experiences, events, and characters.	The student utilizes minimal or no narrative techniques (plot, dialogue, pacing, and description) to develop experiences, events, and characters.
Imagery	The student successfully utilizes precise words and phrases, meaningful details, and effective sensory language to convey a vivid picture of the experiences, events, setting, and characters.	The student utilizes precise words and phrases, meaningful details, and effective sensory language to convey a picture of the experiences, events, setting, and characters.	The student utilizes words and phrases, details, and sensory language to convey a picture of the experiences, events, setting, and characters.	The student utilizes ineffective words and phrases, details, and sensory language to minimally convey a picture of the experiences, events, setting, and characters.
Organization	The student uses an effective and logical sequencing technique with organized, well-chosen, and well-structured details and events.	The student uses a logical sequencing technique with organized details and events.	The student uses a somewhat logical sequencing technique with fairly organized details and events.	The student uses an unclear sequencing technique with unorganized details and events.

Knowledge of Language and Conventions	The student demonstrates full command of the conventions of Standard English. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear throughout the response.	The student demonstrates some command of the conventions of Standard English. There may be a few errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student demonstrates limited command of the conventions of Standard English. The multiple errors in mechanics, grammar, and usage often impede understanding .	The student does not demonstrate command of the conventions of Standard English. Frequent and varied errors in mechanics, grammar, and usage entirely impede understanding .
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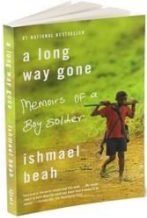
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A Long Way Gone Pre-Reading RS 25

A Long Way Gone

Initial Activity – Web Search

Using the Internet, find answers to the following questions, all of which pertain to the non-fiction piece we'll be reading next, *A Long Way Gone*.



The Book

1. Who is the author of *A Long Way Gone*?
2. This book is considered a memoir. Look up this term. Explain what this term means.
3. When was this book published?
4. Is this book a work of fiction (not-real) or non-fiction (real)?
5. Write a brief summary of what this book is about. If you use a summary from a web site, be sure to give credit to the website by writing down where you got your information from.



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Conflict Diamonds

6. What are conflict diamonds?
7. What is another name for conflict diamonds?
8. What is the reason behind this 2nd name for conflict diamonds?
9. Where are the majority of conflict diamonds found?
10. What are the conflict diamonds used for?



Civil War

11. Where is Sierra Leone?
12. How long did the civil war in Sierra Leone last? (dates from start-finish)
13. What was the RUF – what did it stand for?
14. Explain who/what the RUF was.
15. How did the RUF mainly terrorize people?



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Argumentative Writing Rubric

Argumentative Writing Rubric RS 19

Trait	4	3	2	1
Fulfillment of the Prompt	The response introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The response has an effective structure and organization that is carefully crafted to support the claim.	The response introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The response has an effective structure and organization that is aligned with the claim.	The response contains an unclear or emerging claim that suggests a vague position . The response attempts a structure and organization to support the position.	The response contains an unidentifiable claim or vague position . The response has limited structure and organization .
Relevancy and Development of Evidence	The student effectively draws relevant evidence from literary or informational texts to effectively back up the claim and address counterclaims. The student provides thorough context for the evidence and uses clear reasoning to illustrate how the evidence supports the development of the claim .	The student effectively draws mostly relevant evidence from literary or informational texts to sufficiently back up the claim and address counterclaims. The student provides some context for the evidence and uses mostly clear reasoning to illustrate how the evidence supports the development of the claim .	The student attempts to draw evidence from literary or informational texts to back up the claim and address counterclaims, but not all evidence is entirely relevant to the claim. The student provides minimal context for the evidence , or the evidence may be slightly out of context . The student's reasoning for how the evidence supports the claim or topic is underdeveloped .	The student draws minimal or no evidence from literary or informational texts to back up the claim and address counterclaims. The evidence, if present, is taken out of context, no context is provided, or the evidence is irrelevant to the claim. No connection is drawn between the evidence and the claim or topic .
Number and Citation of Evidence	The student uses at least one piece of textual evidence per paragraph , and all are smoothly and naturally incorporated into the body of the paragraph with appropriate attribution and in-text citation .	The student uses at least one piece of textual evidence per paragraph , and all use appropriate attribution and in-text citations , but they may not be smoothly and naturally incorporated into the body of the paragraph.	The student does not have enough textual evidence (fewer than one piece per paragraph) , and/or one or more of the pieces of textual evidence contain an error in attribution and/or in-text citations . Evidence is awkwardly incorporated into the body of the paragraph.	The textual evidence, if present at all, contains errors in attribution and/or in-text citations . The evidence is awkwardly and not purposefully incorporated into the body of the paragraph.

Organization	The student organizes the essay with an effective introduction, body paragraphs, and conclusion. Paragraphs are cohesive within themselves , and the order in which evidence is presented is purposeful.	The student organizes the essay with an introduction, body paragraphs, and conclusion. Paragraphs are mostly cohesive within themselves , but the order in which evidence is presented may lack some purpose.	The student may not have the required number of paragraphs. Paragraphs lack cohesion within themselves , and little thought has been given to the order in which evidence is presented.	The student's essay is entirely disorganized , with no thought given to paragraphing. There is no cohesion within or among paragraphs.
Knowledge of Language and Conventions	The student demonstrates full command of the conventions of Standard English. Sentence structure is purposeful and varied. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear throughout the response.	The student demonstrates some command of the conventions of Standard English. Sentence structure is mostly purposeful and somewhat varied. There may be a few errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear.	The student demonstrates limited command of the conventions of Standard English. Sentence structure is not purposeful and not varied. The multiple errors in mechanics, grammar, and usage often impede understanding.	The student does not demonstrate command of the conventions of Standard English. Sentence structure is extremely flawed. Frequent and varied errors in mechanics, grammar, and usage entirely impede understanding.



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A Modest Proposal – Guided Reading RS 33a

Name or Group Members: _____ Date: _____

Guided Reading of “A Modest Proposal”

Analyzing a Single-Panel Cartoon

1. View the single-panel cartoon found on the Narrative Magazine: Literary Puzzler: Famous Last Words website: http://www.narrativemagazine.com/image_gallery/83886
2. Looking at the cartoon, what portion of it draws your attention first? What is there about this portion of the cartoon that attracts you? What details in this portion of the cartoon do you find particularly amusing?
3. What do the deer seem to have already done prior to the moment that we see them? Although realistically impossible, in what ways are these preparations amusing to you? What other situations do they remind you of?
4. Besides the two bucks sitting in the off-road vehicle, what other areas of the cartoon are lighter and also draw your attention? What's going on in that section of the cartoon that adds to the humor of the caption?
5. What more common situation is the basis of this cartoon? What encounters have you had with deer while driving at night?

Viewing an Episode of a Satiric Television Program

1. Note the title of the program and the original broadcast date of the episode.
2. What are the news items that form the basis of the segment?
3. How does the newscaster make use of visual support (sound bites of other media broadcasts, photos, or slogans, for example)? How do you know that what the newscaster is saying in some way makes fun of what the video clip shows?
4. Besides making fun of the subject matter or the personalities involved in the news, what is the overall effect of the satiric message as compared to the original intent of the message as a news item or a profile of an individual person?

(continued)



Guided Reading of “A Modest Proposal” (continued)

Reading Swift’s “A Modest Proposal”

Prereading

- What does the title suggest to you? From the title, what do you expect this essay to be about?

Introduction and definition of the problem (ll. 1–51)

- What is the problem, and to what extent is it a problem? What information leads you to your conclusion?

Proposed solution (ll. 52–62)

- What is the proposed solution? In what ways does it appear serious? In what ways is it preposterous?

Implementation (ll. 62–102)

- Briefly, what would be involved in implementing the proposal?

Endorsements (ll. 103–140)

- Who are the persons who appear to endorse the proposal?
- In what ways do their endorsements help or hurt the proposal? How do you know?

Advantages (ll. 141–187)

- What are some of the principal advantages of the proposal?

Possible objections, concession, and refutation (ll. 188–209)

- What are the possible objections to the proposal?
- In what ways does Swift concede some of the objections?
- In what ways does Swift refute some of the objections?



Guided Reading of “A Modest Proposal” (continued)

Closing (ll. 210–239)

- What means does Swift use to reiterate his apparent sincerity?

Postreading

- Now that you’ve finished your initial reading of the essay, in what ways were your initial expectations confirmed?
- In what ways were they contradicted?
- Describe how the various sections of Swift’s essay work together.
- How would you characterize Swift’s overall tone in the essay?
- What means does Swift use to develop his tone?
- Whom does Swift criticize in this piece?
- What changes does he hope to bring about?



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Research and Literary Analysis Writing Rubric

Research and Literary Analysis Writing Rubric RS 14

Trait	4	3	2	1
Fulfillment of the Prompt	The student addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience.	The student addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to task, purpose, and audience.	The student addresses the prompt but provides minimal development of the claim or topic that is limited in its appropriateness to task, purpose, and audience.	The student does not address the prompt , or the response is underdeveloped and/or inappropriate to task, purpose, and audience.
Relevancy and Analysis of Evidence	The student effectively draws relevant evidence from literary or informational texts to support analysis, reflection, and research. The student uses clear reasoning to illustrate how the evidence supports the development of the claim or topic .	The student effectively draws mostly relevant evidence from literary or informational texts to support analysis, reflection, and research. The student uses mostly clear reasoning to illustrate how the evidence supports the development of the claim or topic .	The student draws evidence from literary or informational texts to support analysis, reflection, and research, but not all evidence is entirely relevant to the claim or topic. The student's reasoning for how the evidence supports the claim or topic is underdeveloped .	The student draws minimal or no evidence from literary or informational texts to support analysis, reflection, and research. The evidence, if present, is irrelevant to the claim or topic, and/or no connection is drawn between the evidence and the claim or topic .
Number and Citation of Evidence	The student uses two pieces of textual evidence , and both are smoothly and naturally incorporated into the body of the paragraph with appropriate attribution and in-text citation .	The student uses two pieces of textual evidence , and both use appropriate attribution and in-text citations , but they may not be smoothly and naturally incorporated into the body of the paragraph.	The student may use only one piece of textual evidence , and/or one or both of the pieces of textual evidence contain an error in attribution and/or in-text citations . Evidence is awkwardly incorporated into the body of the paragraph.	The textual evidence, if present at all, contains errors in attribution and/or in-text citations . The evidence is awkwardly and not purposefully incorporated into the body of the paragraph.

Organization	The student organizes the essay with an effective introduction, body paragraphs, and conclusion . Paragraphs are cohesive within themselves , and the order in which evidence is presented is purposeful .	The student organizes the essay with an introduction, body paragraphs, and conclusion . Paragraphs are mostly cohesive within themselves , but the order in which evidence is presented may lack some purpose .	The student may not have the required number of paragraphs . Paragraphs lack cohesion within themselves , and little thought has been given to the order in which evidence is presented .	The student's essay is entirely disorganized , with no thought given to paragraphing . There is no cohesion within or among paragraphs .
Knowledge of Language and Conventions	The student demonstrates full command of the conventions of Standard English. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear throughout the response.	The student demonstrates some command of the conventions of Standard English. There may be a few errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student demonstrates limited command of the conventions of Standard English. The multiple errors in mechanics, grammar, and usage often impede understanding .	The student does not demonstrate command of the conventions of Standard English. Frequent and varied errors in mechanics, grammar, and usage entirely impede understanding .

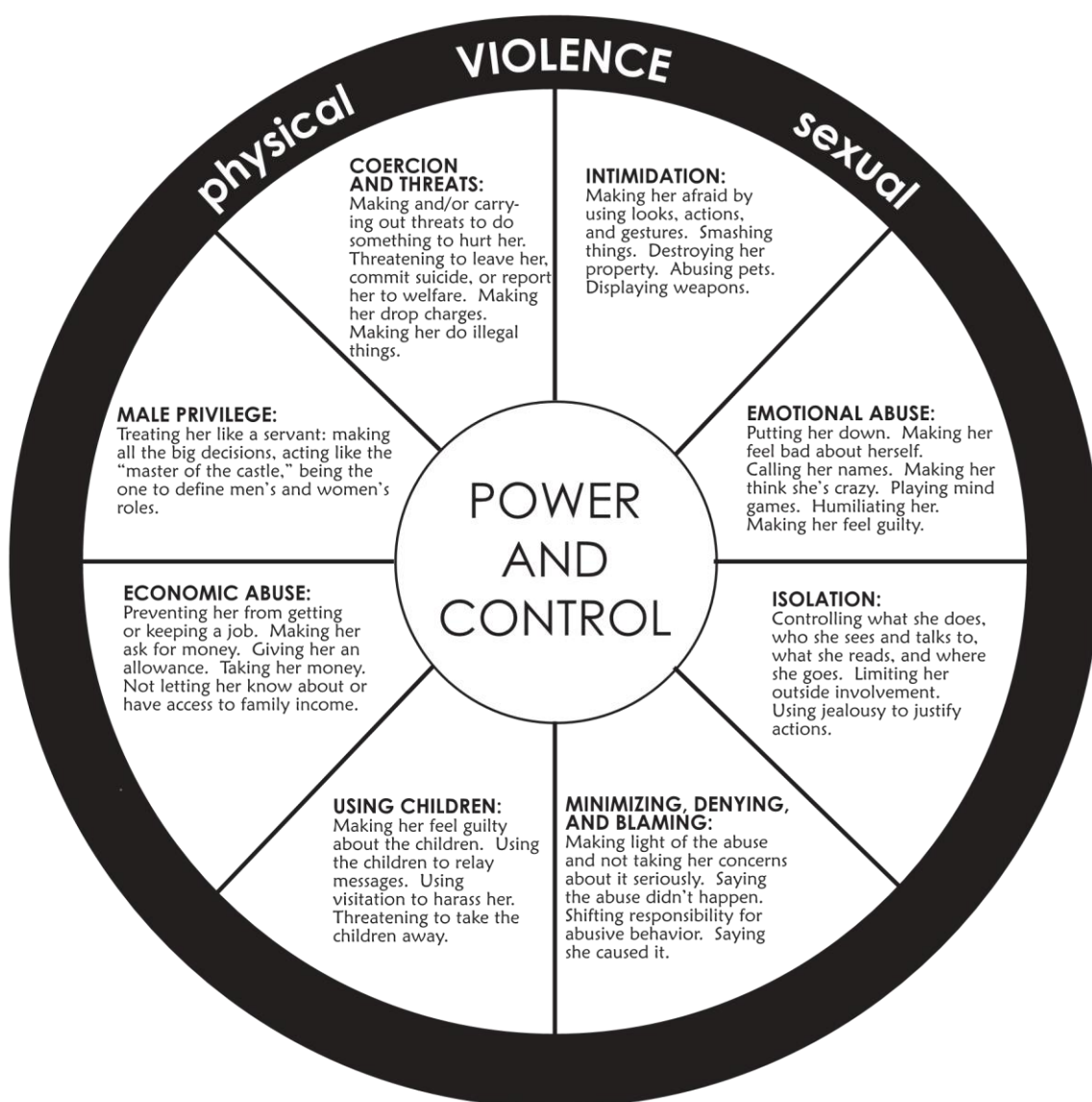


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Power and Control Wheel RS 34

POWER AND CONTROL WHEEL



02 East Superior Street
Duluth, MN 55802
218.722.4134

Produced and distributed by:



NATIONAL CENTER
on Domestic and Sexual Violence
training • consulting • advocacy
4612 Shoal Creek Blvd. • Austin, Texas 78756
512.407.9020 (phone and fax) • www.ncdsv.org



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Bloom's Taxonomy – RS 3

Directions: Using the information and questions stems provided, craft a question for each level of Bloom's Taxonomy based on the text, _____. When possible, write questions that would require readers to return to the text to support their answers.

Remember:

Understand:

Apply:



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Analyze:

Evaluate:

Create:



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Bloom's Taxonomy:

Bloom's Taxonomy RS 3b



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Applying Bloom's Taxonomy in Your Classroom

1. REMEMBER

Students are expected to retrieve information from memory, but aren't expected to change it in any way.



In-Class Instruction

Students memorize a definition of an associative property.

Assessment

Students are given a multiple choice question and asked to recognize the answer, or are asked to recall the answer and fill in a blank.

2. UNDERSTAND

Students are building new connections in their minds.



In-Class Instruction

Students identify the key characteristics needed for an organism to survive in a particular ecosystem.

Assessment

When given the description of a fictitious animal, students explain whether the animal will survive in a given ecosystem.

3. APPLY

Certain procedures or steps are expected to be followed in order to answer new problems.



In-Class Instruction

Students learn about Newton's three laws.

Assessment

Students are asked to examine the information about a car crash and determine which if any of Newton's laws apply to the situation.

4. ANALYZE

Students utilize lower-level thinking skills to identify key elements and examine each part.



In-Class Instruction

Students read a student lab report and identify the evidence to support the finding.

Assessment

Read the results of the scientific study and find supporting statements for each conclusion or finding.

5. EVALUATE

Informational sources are examined to assess their quality and decisions are made based on identified criteria.



In-Class Instruction

Students read about the physical effects of exercise on humans.

Assessment

Read an article about a famous athlete. Identify one piece of information in the article that fails to support the author's case that hard work was the main reason for the athlete's exceptional athletic skills.

6. CREATE

Learners organize information in a new or different way.

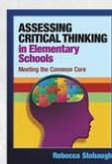
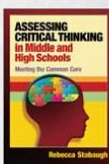


In-Class Instruction

Students research the role of economics in business.

Assessment

Students brainstorm reasons for a problem and generate suggested solutions, and design and implement a campaign designed to solve the identified problem.



Adapted from
*Assessing Critical Thinking in Middle and High Schools:
Meeting the Common Core* and
*Assessing Critical Thinking in Elementary Schools:
Meeting the Common Core*
by Rebecca Stobaugh





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Reading Inventory RS

5 Reading Inventory

Title:		Author:	
Genre:		Literary Movement: (school of writing, historical period)	
Main Characters	Traits	Significant Actions	Influence
Significant Minor Characters:		Symbolic Value	
Précis: (conflict and resolution)			
Theme(s):			
Symbols	Explanation of Symbolic Value		



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Reading Inventory RS 5a

Motifs	Explanation of Symbolic Value
Style	
Syntax	
Diction	
Point of View	
Tone	
Mood	
Author's Purpose	
Choose Two (2) Items	
Allusion	
Archetype	
Extended Comparison	
Imagery	
Memorable Quotation(s)	Significance



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Act I Quotes RS 35

The Tragedy of Julius Caesar

Act I



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Refer to the quotations on the left to help you write a summary of the events in Act I. Include information evident in each of the quotations. Be careful to include paraphrases of other important events as transitions between the information evident in these quotations.

"You blocks, you stones, you worse than senseless things!
O you hard hearts, you cruel men of Rome!
Knew you not Pompey?"

Marullus, I.i.37-39

"These growing feathers plucked from Caesar's wing
Will make him fly an ordinary pitch,
Who else would soar above the view of men
And keep us all in servile fearfulness."

Flavius, I.i.74-77

"When Caesar says, "do this," it is performed."

Antony, I.ii.10

"Beware the ides of March."

Soothsayer, I.ii.23

"...I, your glass
Will modestly discover to yourself
That of yourself which you yet know not of.

Cassius, I.ii.68-70

"...I love
The name of honor more than I fear death."

Brutus, I.ii. 88-89

"Men at some times are masters of their fates
The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings."

Cassius, I.ii.139-141

"Yond Cassius has a lean and hungry look;
He thinks too much. Such men are dangerous."

Caesar, I.ii.194-195

"Poor man! I know he would not be a wolf
But that he sees the Romans are but sheep;
He were no lion were not Romans hinds."

Cassius, I.iii.103-105

"Oh, he sits high in all the people's hearts,
And that which would appear offense in us,
His countenance, like richest alchemy,
Will change to virtue and to worthiness."

Casca, I.iii.157-160

The play begins with Marullus and Flavius, supporters of Pompey, walking through the streets of Rome. Marullus is angry because the commoners are excited about Caesar's return.

—



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Analyzing a Work of Art RS 37



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Analyzing a Work of Art

Landscape with the Fall of Icarus by Pieter Brueghel

Spend some time looking closely at this work of art. Take a minute to study closely the image and answer the following questions.

1. The details in the foreground are: _____.
2. The details in the background are: _____.
3. What did you first notice and why? _____.
4. How does the artist show us what is important? _____.
5. How do your eyes travel through the piece? _____.
6. What is the overall mood of the painting and what does the artist do to project this mood? _____.
7. Write a brief description of the scene depicted in the painting.

8. Fill out the graphic organizer on Imagery/sensory details? Fill in the elements of the painting that appeal to each of these senses. What sensory details are contrasted or the same?
9. Look at the words you wrote in the graphic organizer. Let's determine the mood of the painting.
Think about the mood in terms of:
What are the others in the painting doing while Icarus is drowning? _____