

**Course: English I**  
**Unit #/ Unit Name: Empathy & Understanding**

**Year of Implementation: 2019-2020**

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### **Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

<http://www.nj.gov/education/cccs/2016/ela/>

#### **Unit Standards:**

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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, and provide an objective summary of the text.

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.

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 specific effects (e.g. mystery, tension, or surprise).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Transfer Goal(s): Students will be able to independently use their learning to...**

1. Students will be able to independently use their learning to employ empathy, perspective, and understanding while navigating real-world experiences--especially those choices and interactions they face in their own lives.
2. Students will be able to independently use their learning to effectively create, articulate, and support an argument.

Enduring Understandings

Students will understand that. . .

U1.

- texts, regardless of genre, provide opportunities to develop and employ empathy, which is essential in relating to characters and real people.

U2.

- literature provides different perspectives in which students can see themselves, allowing them to reflect on their experiences, values, and life situations.

U3.

- when students write like readers and read like writers, the processes of reading and writing become authentic.

U4.

- being conscious of how rhetoric is employed can transform our thinking, reading, and writing, making us more able communicators and more discerning citizens.
- the rhetorical choices made by an author directly influence the way we think, act, and perceive the world.

Essential Questions

U1:

- Why should I read a piece of literature by an author (or about a character) who is from a culture so vastly different than my own?
- What do I do with (or how do I respond to) the empathy I have gained?

U2:

- How can cultures/customs/characters different from my own provide opportunities for empathy rather than judgment?

U3:

- How could we use transitions effectively to guide our reader from one idea to the next?
- How does grammar complement style?
- How does reading enhance my own writing?

U4:

- How can we differentiate between voicing your opinion and taking a stance on an issue?
- How can participating in argumentation/debate broaden my ability to empathize with others and understand others' points of view while building and challenging my own beliefs? Why is it important to get an audience to understand what I feel?

	<ul style="list-style-type: none"> <li>● Why is it important to construct one's argument before arguing?</li> <li>● How can my audience influence my argument?</li> </ul>
<p><i>Knowledge</i> Students will know. . .</p> <p>U1:</p> <ul style="list-style-type: none"> <li>● the historical and cultural background of course readings.</li> </ul> <p>U2:</p> <ul style="list-style-type: none"> <li>● that literature can convey world views (biases, interests, etc) that inform one's sense of self and empathy for others.</li> <li>● define and identify literary devices: <ul style="list-style-type: none"> <li>○ Elements of plot development (plot pyramid i.e. exposition, conflict, climax, resolution, etc)</li> <li>○ Symbolism (archetypes)</li> <li>○ Foreshadowing</li> <li>○ Theme</li> <li>○ Dramatic, Situational &amp; Verbal Irony</li> <li>○ Methods of Characterization (direct and indirect)</li> <li>○ Figurative Language (metaphor, simile, personification, hyperbole)</li> <li>○ Narration (point of view)</li> <li>○ Allusion</li> <li>○ Dialogue &amp; diction</li> <li>○ Imagery</li> <li>○ Mood/Tone</li> </ul> </li> </ul>	<p><i>Skills</i> Students will be able to. . .</p> <p>U1:</p> <ul style="list-style-type: none"> <li>● compare/contrast the setting in which the novel takes place, the setting in which it was written, and the context of the world today.</li> <li>● make connections between <i>To Kill a Mockingbird</i> and other texts (tone, purpose, context, themes, style, etc).</li> </ul> <p>U2:</p> <ul style="list-style-type: none"> <li>● relate the context and characters of the novel to current issues and themselves.</li> <li>● evaluate how literary terms contribute to the meaning of a text.</li> </ul>

<ul style="list-style-type: none"> <li>○ Poetic Devices (meter, iambs, rhyme scheme, rhythm, form, line/stanza, speaker, onomatopoeia, assonance, alliteration)</li> </ul> <p>U3:</p> <ul style="list-style-type: none"> <li>● the devices - plot structure, characterization, symbolism, theme, and point of view - employed in texts to create meaning.</li> <li>● they are not just the persuader, but many times the audience for someone else's persuasion.</li> </ul> <p>U4:</p> <ul style="list-style-type: none"> <li>● a variety of organizing methods, rhetorical techniques (ethos, pathos, logos), stylistic approaches (i.e. diction, syntax, etc) and transitional strategies, that form effective arguments.</li> <li>● audience and purpose are the building blocks that guide a strong argument.</li> <li>●</li> </ul>	<p>U3:</p> <ul style="list-style-type: none"> <li>● analyze author's tone to examine concepts of voice, audience, and purpose.</li> <li>● create confident claims, support with appropriate evidence, and analyze with relevant, precise explanation (CEA/CSE guide for writing)</li> </ul> <p>U4:</p> <ul style="list-style-type: none"> <li>● evaluate basic rhetorical concepts (ethos, pathos, logos)</li> <li>● apply persuasive strategies (appeals, rhetoric, etc) to various audiences/purposes.</li> <li>● evaluate the role of audience/purpose in reading/writing.</li> <li>● identify and apply counter-argumentation through an understanding of their role as the targeted audience.</li> <li>● assess source validity and integrate evidence effectively with accurate citations.</li> <li>● apply accurate grammar and mechanics.</li> </ul>
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## Stage Two - Assessment

### *Other Evidence:*

1. Periodic formative assessment (open-ended reading check quizzes, quiz-quiz-trade, storyboarding, journaling, etc) in relation to character, themes, and plot that connect to essential questions and enduring understandings
2. Student-created annotations during reading (with emphasis on personal insights, connections, questions, etc)
3. Discussion about Reading Mini-Lessons
4. Self-assessment (1 per quarter) to reflect upon individual strengths, weaknesses, and progress in writing
5. Identify skill-based errors in personal writing and writing of others- (e.g. students highlight sections/passages of their writing that reflects this evidence)

6. Identification and examination of strong writing in mentor texts provided by teacher and found through independent reading (e.g. circling writing elements such as thesis, transitions, etc.)
7. Conferences: peer-to-peer, group, and student-to-teacher conferences to discuss writing
8. In-class writing with varied audience, purpose, and forms (e.g. journals, writing swaps)
9. In-class discussions (in pairs, small-, & large-groups)

### Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

1. Text specific vocabulary A, EU 3
2. Pre-reading Research Mini-Project--student-generated learning stations geared towards historical/cultural context of *TKM*
  - In groups, students will research topics related to the historical context of *To Kill a Mockingbird* (i.e. Jim Crow laws, The Great Depression, etc.). A, EU 1 & 2
  - They will create learning stations with photos, facts, primary documents and so on. M, EU 1 & 2
- Classmates will view stations, synthesize information to better understand cultural context of novel. M, EU 1 & 2
3. Conduct mini-lessons on thesis statement construction (e.g. small group work, class discussion, read essay models). A, EU 4
4. Conduct mini-lessons on elements of persuasion such as integrating textual evidence through activities like give one-get one activity, think-pair-share, teacher-generated examples, K-W-L, RAFT, etc). A, EU 3 & 4
5. Read & discuss exemplar persuasive pieces (e.g. examine student-created premises as a class, in small groups, etc, to create mastery examples). A,M, EU 3 & 4
6. Draft & revise various persuasive pieces on various topics with focus on persuasive (peer and teacher conference). A,M, EU 3 & 4
7. Draft & revision of various introductory paragraphs built around various thesis statements (peer and teacher conference). A,M, EU 3 & 4
8. Analyze, study and imitate sentences written by professional writers (with grammar focus). A,M, EU 3 & 4
9. Generate & narrow topics by considering purpose, audience, & form(Persuasive letter ). A,M, EU 3 & 4
10. Audience exploration project - students bring in five articles from magazines, web, etc. and identify audience and explain purpose  
(format: discussion, presentation, etc.) A,M, EU 3
11. Lessons on Claim, Evidence, Analysis (CEA)/Claim, Support, Explanation (CSE) A,M; EU 3

12. Personal narrative--compare/contrast one's own role when faced with adversity with the actions of any one character from *TKM*. M, EU 2 & 3
13. Reflect on own writing, noting strengths and setting goals for improvement. M, EU 3
14. The goal of Reader's Café is to generate classmate interest in an independent reading selection. Each student will act as an author's agent trying to sell a text to various publishers (other students and teachers). A Café will take place each marking period, but once a year students sign up to present their independent reading texts in a creative way. Their goal is to examine their independent reading text the way in which we examine in-class reading, and then persuade potential readers to select this text as well. Products/presentation style will vary per student choice and teacher guidelines (optional in conjunction with Independent Reading) M, T, EU 2 & 3
15. Literary Letters(optional and in conjunction with Independent Reading) M, T, EU 2-4
16. Application of Independent Reading M, T; EU 2-4
17. Children's Story Project--create an original story targeted at children that applies thematic lessons from *TKM* and also demonstrates knowledge of story structure (e.g. story book, short skit, multimedia presentation, etc). T, EU 1-3
18. Create a short commercial for product; student groups will create and sell a new product - (YouTube video, blog). T, EU 3 & 4
19. Political blog/vlog where students create a school-orient forum for discussion/debate- T, EU 2-4
20. Discuss a controversial issue, arguing from viewpoint that differs from your own (format: debate, speech, etc.). T, EU 2-4

## **REQUIRED TEXT**

*To Kill a Mockingbird*

### **Suggested Texts**

1. *Tuesdays with Morrie*
2. *Not My Father's Son*
3. *I am Malala*

### **Suggested Short Stories:**

1. "The Tell Tale Heart" by Edgar Allen Poe
2. "All Summer in a Day" by Ray Bradbury
3. "Thank You, Ma'am" by Langston Hughes
4. "Names/Nombres" by Julia Alvarez

5. "Girl" by Jamaica Kincaide
6. "And of Clay Are We Created" by Isabel Allende
7. "Poor Fish" by Alberto Moravia
8. "The Flowers" by Alice Walker

**Suggested Poetry**

1. "Mother to Son" by Langston Hughes
2. "Sentimental Moment or Why Did the Baguette Cross the Road?" by Robert Hershon
3. "Those Winter Sundays" by Robert Hayden
4. "A Poem for Carol" by Nikki Giovanni
5. "Oranges" by Gary Soto
6. Spoken Word: "[I'll Fight You for the Library](#)" by Taylor Mali

**Open Letter Performance Task**

**Part I:**

Define open letter

Find a letter to highlight examples of ethos, logos, pathos

**Part II:**

Write the open letter

- 300-500 words
- Clear claim/purpose
- Use two of the three rhetorical appeals (highlight and explain)
- Include at least one piece of cited outside research (quote or paraphrase) (can be more depending on marking period)

Open Letter Suggested Criteria for Success

Criteria	Met	Not Yet
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Open letter is 300-500 words		
Letter contains strong and clear claim.		
Author utilizes at least two rhetorical appeals.		
Letter includes at least one piece of cited outside research (quote or paraphrase)		
Letter focuses on engendering empathy and understanding for a marginalized group.		
Letter demonstrates care and proofreading.		

Rubric

	<b>Exceptional (5)</b>	<b>Skilled (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Inadequate(1-0)</b>
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<p><b>Focus/Purpose</b> The text focuses on a topic to inform a reader with ideas, concepts, information, etc.</p>	<p>The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, information, etc.</p>	<p>The text focuses on an interesting topic that informs the reader with ideas, concepts, information, etc.</p>	<p>The text focuses on a topic to inform a reader with ideas, concepts, information, etc.</p>	<p>The text has an unclear topic with some ideas, concepts, information, etc.</p>	<p>The text has an unidentifiable topic with minimal ideas, concepts, information, etc.</p>
<p><b>Research</b> The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.</p>	<p>Research is relevant, properly cited and integrated with sophistication.</p>	<p>Research is relevant and cited, but lacks sophisticated integration.</p>	<p>Research is present and relevant, but not cited properly. OR Research is present and cited properly, but lacks relevance.</p>	<p>Research is not cited.</p>	<p>No evidence of research</p>
<p><b>Rhetorical Appeals</b> Includes, identifies and explains the author's use of ethos, logos, and/or pathos to demonstrate credibility of the speaker and the effective delivery of the message.</p>	<p>Author includes at least two rhetorical appeals and the explanation includes an insightful connection to the argument and strong use of detail.</p>	<p>Author includes at least two rhetorical appeals and the explanation includes a clear connection to the argument and good use of detail.</p>	<p>Author includes at least one rhetorical appeal, which has a loose connection to the argument and some detail.</p>	<p>Author includes at least one rhetorical appeal that has no connection to the argument and no specific detail.</p>	<p>Author does not include rhetorical appeals or includes appeals that are off-topic.</p>

<p><b>Audience</b> The author anticipates the audience's background knowledge of the topic.</p>	<p>The text consistently addresses the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.</p>	<p>The text anticipates the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.</p>	<p>The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.</p>	<p>The text illustrates an inconsistent awareness of the audience's knowledge level and needs.</p>	<p>The text lacks an awareness of the audience's knowledge level and needs.</p>
<p><b>Cohesion</b> The text uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.</p>	<p>The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.</p>	<p>The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.</p>	<p>The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.</p>	<p>The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.</p>	<p>The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.</p>
<p><b>Lang &amp; Style</b> The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.</p>	<p>The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.</p>	<p>The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.</p>	<p>The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.</p>	<p>The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.</p>	<p>The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.</p>

## Open Letter

*noun*

a letter, often critical, addressed to a particular person or group of people but intended for publication.

1. [Click here to read some open letters.](#) Or check out this [resource](#).
2. Copy and paste a link to your favorite open letter in the box below

3. What do you believe to be the author's purpose? Explain it below.

4. Find and highlight two of the three rhetorical appeals: *logos*, *pathos*, *ethos*. In the chart below, explain how the author utilizes each technique.

Rhetorical Appeal 1:

Rhetorical Appeal 2:

Write your own open letter in the box below.

Open Letter to

Highlight two of the three rhetorical appeals: *logos*, *pathos*, *ethos*. In the chart below, explain how you utilize each technique.

Rhetorical Appeal 1:

Rhetorical Appeal 2:

What is your purpose? Explain it below.

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