

[Course Title] English II

[Implement start year (2012-2013)]

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Unit #1: Voices of Conformity and Protest

Transfer Goal –

Students will be able to independently apply their learning to explore concepts of conformity and protest as experienced in literature, media, and society.

Students will be able to independently apply their understanding of rhetorical strategies in their own writing and oral communication.

Students will be able to independently identify and evaluate rhetorical strategies as experienced in literature, media, and society.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
<http://www.nj.gov/education/cccs/2009/final.htm>

Common Core Curriculum Standards for Math and English
<http://www.corestandards.org/>

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.

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 such effects as mystery, tension, or surprise.

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.

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication, and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability

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).

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

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.

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.

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.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.6. Acquire and use accurately general academic and domainspecific 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.

- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1

Close reading and analysis of both past and contemporary American literature reveal critical truths about American voices of conformity and protest.

EU2

Close reading and analysis of American literature illuminates the reader's personal beliefs regarding conformity or protest.

EU3

American writers show that when faced with restricted freedom or social pressures, people conform or protest for complex reasons. These voices of conformity or protest can affect society positively or negatively.

EU4

Effective written and oral discourse requires both a command of formal English and an application of rhetoric in order to persuade an audience.

EU5

The study of vocabulary and the conventions of standard English are necessary for textual analysis and effective writing.

Essential Questions:

EU1

- How can readers better understand American culture in the face of restricted freedom?
- What does American literature reveal about American culture and history?

EU2

- How can readers better understand their own reactions to restricted freedom?

EU3

- Why do people conform or protest?
- What are the effects of conformity or protest?

EU4

- How can writers effectively promote an argument?

EU5

- How can the study of vocabulary and the conventions of standard English make better readers and writers?

Knowledge:

Students will know . . .

EU 1

- reading comprehension strategies and annotation strategies
- writing strategies and figurative language
- the definitions of freedom, conformity, and protest
- American culture and history pertaining to conformity and protest for selected texts, including key Puritan and Age of Enlightenment authors and works
- where to find credible information

Skills:

Students will be able to . . .

EU 1

- annotate and actively read; identify claims and textual support
- identify and interpret writing strategies and elements of figurative language in a variety of texts
- Identify and interpret relevant American cultural truths and history related to conformity and protest in various texts
- assess the credibility of various sources.

<p><i>EU2</i></p> <ul style="list-style-type: none"> • • <p><i>EU3</i></p> <ul style="list-style-type: none"> • • • <p><i>EU4</i></p> <ul style="list-style-type: none"> • • • <p><i>EU5</i></p> <ul style="list-style-type: none"> • • • 	<p>their own beliefs about conformity and protest reading comprehension strategies and annotation strategies</p> <p>the definitions of freedom, conformity, and protest various ways freedom is restricted various types of social pressures the role of the protagonist or speaker</p> <p>methods of persuasion and rhetoric (written and oral) the components of effective oral communication effective public speaking strategies</p> <p>definitions, synonyms and antonyms of higher level vocabulary from various texts domain specific vocabulary for rhetoric and persuasion tone, connotation, denotation that effective word choice improves style conventions of standard English</p> <p><i>EU 2</i></p> <ul style="list-style-type: none"> • compare their own beliefs to those reflected in the text. • annotate and actively read <p><i>EU3</i></p> <ul style="list-style-type: none"> • explain and evaluate how and why protagonists or speakers conform or protest • explain and evaluate the effects of conformity or protest • compare conformity and protest in various genres from various time periods. <p><i>EU4</i></p> <ul style="list-style-type: none"> • identify, explain, and evaluate various rhetorical strategies in mentor texts (logos, pathos, ethos, rhetorical uses of diction and syntax, such as rhetorical questions, parallel structure, and repetition for effect) compose and deliver a persuasive speech using rhetorical strategies • clearly communicate orally: eye contact, volume, rate, inflection, enunciation, annunciation, body language, fluency • <p><i>EU5</i></p> <ul style="list-style-type: none"> • define and use vocabulary words as well as their synonyms and antonyms. • use appropriate vocabulary to create effective style • use correct grammar and mechanics • •

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Describe your performance tasks here (in bulleted format if more than one).

- Students must compose and deliver a persuasive speech related to conformity and/or protest. This speech must employ several rhetorical devices to generate logos, pathos, and ethos and must include an oral as well as a written component. (EU1, EU3, EU4, EU5)
- Students will write a frame and case piece about conformity or protest. Students will identify an important claim in one piece to be the “frame.” Students will relate other studied texts to that claim. The context can vary: essay, letter, etc.(EU1, EU3, EU5)
- Students will discuss their personal beliefs related to conformity and protest in a teacher selected forum: cooperative learning groups, small group, large group/teacher led, Socratic seminar. (EU2)

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- student oral responses during class discussion on the literature
- student written responses (both informal and formal) to prompts
- annotated notes on selected short stories, poems, and essays
- annotations focused on locating rhetorical devices within texts
- reading checks on teacher selected texts
- tests/quizzes/writing assignments relating works to one another with a focus on conformity and protest
- quizzes on rhetorical devices/literary terms/figurative language/poetic devices that require students to locate and explain the impact of such devices in the passage and in the full text
- vocabulary quizzes based on contextual vocabulary words
- writing assignments using studied vocabulary

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. 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.*

Reading texts and interpreting other sources (*see required and recommended texts section*)

- through discussion and writing interpret the big ideas related to American culture and conformity and protest in the literature [suggested strategies: the Frayer model, gallery walk, carousel, Socratic seminar, collaborative learning groups, mini group presentations, graphic organizers, think/pair/share, Google docs or blogs]. (M,T)
- employ various reading comprehension strategies (active reading, dialectical journals, note-taking journals, highlighting, questioning the text, marginal notes). (A,M)
- identify quotes/ideas in a text which support a claim about American culture (M)
- define, locate and evaluate literary devices and figurative language within various forms of texts. (A,M)
- read and annotate a larger work . (A,M)
- acquire background information on the Puritan and American Enlightenment periods through notes and class discussion [suggested strategies: students gather notes through viewing introductory videos, completing online scavenger hunts, using Pathfinders, listening to lectures, locating biographical information on authors]. (A)
- analyze the bridge between Puritan ideals and the Age of Enlightenment in the context of conformity and protest (M)
- compare canonical pieces from the Age of Enlightenment focusing on rhetorical strategies and the theme of protest (M)
- locate and explain a text (for example, a poem, short story, novel, or song lyrics) that connects to elements of conformity or protest. (T)
- Reader's Café as modeled in English 1: evaluate selected text in the context of conformity or protest. (T)
- select other types of media (classic and contemporary works of art, photographs, comics, songs, videos, etc.) that relate to conformity or protest.(T)
- examine a piece of art from a classical period and connect it to Puritan/Enlightenment ideals (M,T)
- locate a piece of American contemporary text (for example, a poem, short story, novel, film clip, or song) that connects to Puritan or Enlightenment ideologies (T)
- identify, define, and explain rhetorical devices within various forms of texts (A,M)
- generate a list of contextual vocabulary words (students) (A, M)

Writing

- pre-write and draft ideas for an oral persuasive piece connected to conformity and protest (M, T)
- writer's workshop as modeled in English 1: pre-write and draft ideas for a persuasive piece; write, evaluate and revise potential thesis statements (M, T)
- practice writing skills and concepts learned in English I: thesis, introduction, body paragraphs, conclusion, tone, diction, organization, paraphrasing; mini-lessons as needed (M,T)
- use textual support in writing with paraphrases and direct quotes (M,T)
- peer review and self review (M)
- reflective self-assessment on writing progress; goal setting (M, T)
- frame and case paragraph(s): Read and annotate selected nonfiction text, distinguishing claims from examples. Select one claim. Directly quote or paraphrase the claim and apply other pieces of literature to support or refute (A,M,T)
- write and/or deliver creative pieces modeling form or content of studied texts (M, T)
- literary letter writing from English 1 with increased level of difficulty; mini-lessons as needed (M,T)
- use vocabulary words in writing to enhance style (A,T)
- write an in-class essay explaining how a new passage illustrates conformity or protest (T)
- write an in-class essay explaining how an author achieves purpose through literary devices and figurative language (T)
- apply rhetorical devices in various writing pieces (paragraphs, letters, speeches, essays) (T)

Language

- generate a list of contextual vocabulary words (students) (A, M)
- use vocabulary words in writing and speaking to enhance style (A,T)
- understand and apply (teach in order as needed): (A, M, T)
 - parts of speech (nouns, verbs, adjectives, adverbs, pronouns, prepositions)
 - basic sentence parts (subject, verb, direct object, indirect object, object of a preposition, predicate nominative, predicate adjective)
 - noun phrases and verb phrases
 - clauses
 - parallel structure
 - acceptable grammar usage as it diverges from prescriptivism in educated society - see *Writing with Style* for examples [beginning sentences with "But" or "And"; occasionally splitting the infinitive; occasionally ending a sentence with a preposition; singular pronouns plural in sense (everyone has their books); fragments to enhance style]

Speaking and listening

- identify and explain various aspects of the student's personal beliefs. (M)
- practice effective public speaking strategies: consider eye contact, rate, volume, and inflection, enunciation, annunciation, body language, fluency (T)
- discuss topics related to conformity and protest in various contexts: cooperative learning groups, small group, large group/teacher led, Socratic
LRHSD (2011) Adapted from **ASCD** © seminar (A, M)
- practice active listening and student-to-student direct responses (A, T)

Required and Recommended Texts

Required texts (all district students in English II):

- *The Crucible* – Arthur Miller
- “I Have a Dream” – Martin Luther King Jr.
- “Resistance to Civil Government” – Henry David Thoreau
- “Self Reliance”- Ralph Waldo Emerson
- One poem to be determined by the teacher

Additional suggested texts/authors:

Large works (titles and quantity to be determined by school): *Supporting EU1 and EU3*

- *Into the Wild* – Jon Krakauer
- *The Help* – Kathryn Stockett
- *Slaughterhouse Five* – Kurt Vonnegut
- *Hiroshima* - John Hersey
- *The Scarlet Letter* - Nathaniel Hawthorne
- *The Narrative of Frederick Douglass* – Frederick Douglass
- *Easy Writer* – Andrea Lunsford (EU4 & EU5)
- Independent reading selection

Essays, speeches, and other documents:

- “Sinners in the Hands of an Angry God” excerpt - Jonathan Edwards (EU1, EU3, EU4)
- “Declaration of Independence” excerpt (EU1, EU3, EU4)
- “The Crisis” - Thomas Paine (EU1, EU3, EU4)
- “Speech to the Virginia Convention” – Patrick Henry (EU1, EU3, EU4)
- “The American Scholar” – Ralph Waldo Emerson (EU1, EU3)
- “I Have a Dream” - Martin Luther King Jr. (EU1, EU3, EU4)
- “Ways of Meeting Oppression” - Martin Luther King Jr. (EU1, EU3, EU4)
- Inaugural Address (excerpt) - John F. Kennedy (EU1, EU3, EU4)
- “Ring Leader” - Natalie Kusz (EU1, EU3)
- “The Mountain Disappears” - Leonard Bernstein, composer (EU1, EU3)

- “That Old Piece of Cloth” - Frank Miller (EU1, EU3)
- “The War Prayer” (EU1, EU3) – Mark Twain

Articles:

- “Insight Therapy” in *Psychology Today* - Noam Shpancer, Ph.D
- “Nonconformity Linked To Peer Pressure” *The Onion*
- “Keeping Up, and Down, with the Joneses” in *Science Of Small Talk* - Sam Sommers

Poems:

- Robert Frost - “The Road Not Taken”
- Naomi Shihab Nye - “Rebellion Against the North Side”
- Louise Erdrich - “Captivity”
- Maya Angelou – “Still I Rise”
- Allen Ginsberg - “Howl” excerpts; “America”, “Making the Lion for All It’s Got” ;“Homework”
- Richard Wright – “I Have Seen Black Hands”
- Claude McKay – “If We Must Die”
- Countee Cullen – “From the Dark Tower”
- Lawrence Ferlinghetti – “Underwear”
- Walt Whitman – “I Heard the Learn’d Astronomer”
- Emily Dickinson - “The Soul selects her own Society”
- Anne Bradstreet - “To My Dear and Loving Husband”

Short stories:

- “Like a Winding Sheet” – Ann Petry
- “The Lottery” - Shirley Jackson
- “Harrison Bergeron” - Kurt Vonnegut
- “Trifles” or “A Jury of Her Peers” - Susan Glaspell
- “Hills Like White Elephants” - Ernest Hemingway

Other related sources

Clips: "Conformity/Dead Poet's Society," Candid Camera "Face the Rear," *Antz*, *Edward Scissorhands*, *Pleasantville*

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