

Course Title – English III

Implement start year – 2015-2016

Revision Committee Members, email, extension – Steve Nahill, snahill@lrhsd.org; Sue Meimbresse, smeimbresse@lrhsd.org; Andrea Carpenter, acarpenter@lrhsd.org; Elaine Winder, ewinder@lrhsd.org

Unit # 3 – Authority/ Government

Transfer Goal – Students will be able to independently use their learning to evaluate and critique fictional and non-fictional leaders in literature and in life.

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.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RI. 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

W.11-12.1.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Life and Career Skills:

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

<p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>L.11-12.3 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.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1 authors utilize rhetoric and propaganda to expose authority/government as effective or ineffective.</i></p> <p><i>EU 2 authors work to expose the effects of power on leadership.</i></p> <p><i>EU 3 authors works validate the individual's inalienable right to question and challenge authority.</i></p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How is propaganda/rhetoric used by authority/government? • What types of propaganda/rhetoric most effectively maintain control? • What makes a government effective or ineffective? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why is power so desirable? • What are the consequences of irresponsible authority? • How do power and ambition lead to corruption? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • When it is appropriate for an individual to question authority? • When is it necessary to disband a government or overthrow an authority figure? • What criteria does an individual use to judge a leader?

<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • definitions of propaganda and rhetoric. • factors that establish effective/ineffective authority. • various forms of propaganda. • methods of persuasion and rhetoric (written and oral). • definitions of authority/government (such as dystopia, totalitarianism, etc.). • roles associated with authority/power/government. • the components of effective written and oral communication. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • perks and responsibilities of leadership • factors that influences the use of power in literature and life. • ways leaders abuse power and control. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • definition of an inalienable right. • various ways to effect change in government. • factors that influence when an individual must take action. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • evaluate the need for authority/government. • defend factors for effective/ineffective government. • compare and contrast different functions of authority/government. • identify how authority/government meets the needs of society. • identify, explain, and evaluate various rhetorical techniques utilized by governments/authority figures (logos, pathos, ethos). • identify various forms of propaganda. • compose a work of propaganda that addresses a given scenario. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • differentiate between intentional and unintentional abuses of society. • identify forms of corruption. • compare and contrast examples of corruption to identify the extent to which corruption occurs. • evaluate how power and control can entice authority figures. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of ways to challenge authority/government. • determine value and necessity of an individual's rights. • synthesize ways in which authority/governments have been effectively challenged.

- Quizzes on terms used in rhetoric and propaganda
- Student-produced examples of rhetoric and propaganda

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.*

- Engage in mini-lessons on the structure of a compare/contrast essay and the writing process. (A)
- Employ various reading comprehension strategies (active reading, annotating, dialectical journals, highlighting, questioning the text, creating predictions). (A, M)
- Generate a list of rhetorical devices. (A)
- Writers' workshop as modeled in English I & II: pre-write and draft ideas for essays; write, evaluate and revise potential thesis statements. (M)
- Practice writing skills and concepts learned in English I & II: thesis, introduction, body paragraphs, conclusion, tone, diction, organization. (M)
- Use textual support in writing with paraphrases and direct quotes. (M)
- Through discussion and writing, interpret the concepts of good and bad leadership. (M)
- Identify and explain the protagonist's conflicts with authority. (M)
- Write an essay comparing/contrasting speeches from a Shakespeare play and a modern play with movie versions of the speeches. (M)
- Write an in-class essay illustrating how a passage from literature illustrates good or bad leadership. (M,T)
- Find a slogan/war-time song used as propaganda, and explain why it's effective. (M)
- Research a political campaign which made use of rhetoric/propaganda, and evaluate how effective it was. (M)
- Create a political poster for a literary figure, taking into account his/her character and how it would fit in our society. (M,T)
- Discuss scenarios in which literary or real-life individuals had to make difficult decisions, and what might have happened if the individuals made a different decision. (M,T)
- Compare/contrast the overthrow of a fictional government/leadership with a historical one. (M, T)
- Choose a pop culture or athletic figure, and evaluate his/her decisions and how those decisions affected his/her popularity. (T)
- Discuss the topics of students' rights and how the school structure supports or suppresses those rights. (T)
- Present an advertisement which includes effective rhetoric, and discuss why it is effective for its target audience. (T)
- Create a chart illustrating good and bad traits of a modern-day leader. (T)
- Compare/contrast corruption in literature with corruption in modern-day examples. (T)

