

## Pre-AP 10th Grade

### Quarter 2

**Unit Overview:** Students will study a novel from the AP English exam list, *Cry, the Beloved Country*, *Things Fall Apart*, or *The Joys of Motherhood*. They will consider themes and issues common to the postcolonial era of African literature and analyze the author's use of literary devices to construct meaning. To build background and aid in comprehension, students will investigate informational texts to provide insight into the historical context and cultural issues of the time and region. Socratic seminars will provide students an opportunity to engage in collegial discussions about the unit's texts, themes, and essential questions. Students will conclude the unit by writing a literary analysis essay to a prompt that previously appeared on the AP Literature exam.

### Stage 1 - Desired Results

*Please note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame the unit's learning activities and assessments.*

### Ongoing Standards

There are 42 ELA [Common Core State Standards](#) that identify the grade-level learning goals. The "Ongoing Standards" are foundational and/or comprehensive to English Language Arts and, therefore, are inherently and explicitly addressed in all units.

#### Focus Standards

Each unit prioritizes a set of "Focus Standards" to guide the design and implementation of the curriculum. These define the skills and understandings students will demonstrate in this quarter and build on throughout the year.

#### ELP Standards

There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in the practices associated with English Language Arts. The following ELPs have been aligned with the focus standards for the unit; descriptors for what an ELL should be able to do at the end of each proficiency level (2-4 only) are also provided.

**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.**

**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.**

**ELP Standard 9-12.1:** Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

**Level 2** use an emerging set of strategies to:

- identify the main topic
- retell a few key details in oral presentations and simple oral and written texts

**Level 3** use a developing set of strategies to:

- determine the central idea or theme in oral presentations and written texts
- explain how the theme is developed by specific details in the texts
- summarize part of the text.



**Level 4** use an increasing range of strategies to:

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|  | <ul style="list-style-type: none"> <li>• determine two central ideas or themes in oral presentations and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from the texts to support the analysis</li> <li>• summarize a simple text.</li> </ul>  |
| <p><b>RL.9-10.5:</b> 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><b>RI.9-10.5:</b> 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>  | <b>No ELP Standard</b>   |
| <p><b>W.9-10.2:</b> 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.</p> <p><b>W.9-10.2.A:</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W.9-10.2.B:</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>W.9-10.2.C:</b> Use appropriate and varied transitions to link the major sections of the text,</p> | <p><b>ELP Standard 9-12.3</b> Speak and write about grade-appropriate complex literary and informational texts and topics</p> <p><b>Level 2</b> with support (including modeled sentences),</p> <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose written narratives or informational texts about familiar texts, topics, experiences, or events</li> </ul> <p><b>Level 3</b> with support (including modeled sentences),</p> <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose written informational texts</li> <li>• develop the topic with a few details about familiar texts, topics, or events</li> </ul> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• deliver oral presentations</li> <li>• compose written informational texts</li> <li>• develop the topic with some relevant details, concepts, examples, and information</li> <li>• integrate graphics or multimedia when useful about a variety of texts, topics, or events.</li> </ul> |

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| <p>create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>W.9-10.2.D:</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>W.9-10.2.E:</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W.9-10.2.F:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> |   |
| <p><b>W.9-10.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.9-10.9.A:</b> Apply <i>grades 9-10 Reading standards</i> to literature.</p>   | <p>See ELP Standard 9-12.1 above</p>  |
| <p><b>SL.9-10.1:</b> 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.</p> <p><b>SL.9-10.1.A:</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on</p>   | <p><b>ELP Standard 9-12.2:</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• participate in short conversational and written exchanges on familiar topics and texts</li> <li>• present information and ideas</li> <li>• respond to simple questions and wh- questions.</li> </ul> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues</li> <li>• build on the ideas of others</li> <li>• express his or her own ideas</li> <li>• ask and answer relevant questions</li> </ul> |

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| <p>the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>SL.9-10.1.B: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</b></p> <p><b>SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b></p> <p><b>SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</b></p> | <ul style="list-style-type: none"> <li>• add relevant information and evidence</li> <li>• restate some of the key ideas expressed.</li> </ul> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues</li> <li>• build on the ideas of others</li> <li>• express his or her own ideas clearly</li> <li>• support points with specific and relevant evidence</li> <li>• ask and answer questions to clarify ideas and conclusions • summarize the key points expressed.</li> </ul> |
| <p><b>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.</b></p> <p><b>L.9-10.3.A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>)</b></p>   |   |

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| appropriate for the discipline and writing type. |  |
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| <p><b>Essential Questions</b> </p> <p><i>Students will keep considering:</i></p> <p><b>Whole Year</b></p> <ol style="list-style-type: none"> <li>1. How does closely reading literature from around the world give us new perspectives?</li> <li>2. How will being effective writers help us in the “real world”?</li> <li>3. In what ways do literary devices contribute to the overall meaning of a text?</li> </ol> | <p><b>Understandings</b></p> <p><i>Students will understand that:</i></p> <ol style="list-style-type: none"> <li>1. World literature is influenced by and gives readers perspective on historical, religious, generational, political, and cultural issues.</li> <li>2. Postcolonial African literature reveals...             <ol style="list-style-type: none"> <li>a. the challenges and changes African natives experienced during and after colonialism.</li> <li>b. that the westernization and modernization of Africa rapidly changed the culture of its people.</li> </ol> </li> <li>3. An author develops themes in a work through the use of literary elements.</li> <li>4. Language is better understood by how it functions in context.</li> <li>5. Effective writers...             <ol style="list-style-type: none"> <li>a. Use specific word choices to impact meaning and tone.</li> <li>b. Utilize syntax and text structure to create clear, convincing, and engaging works.</li> <li>c. Use literary devices to contribute to the power, persuasiveness, or beauty of a text.</li> <li>d. Consider audience and purpose when crafting their work.</li> <li>e. Convey complex ideas clearly and accurately through the selection, organization, and analysis of content, including textual support when applicable.</li> </ol> </li> </ol> |
| <p><b>Knowledge</b> </p> <p><i>In addition to the <b>bold</b> words in the “Skills” section, students will acquire knowledge of:</i></p> <ul style="list-style-type: none"> <li>• <b>imperialism:</b> the policy or action by which one country forcefully gains and keeps control of another country or territory.</li> </ul>   | <p><b>Skills</b></p> <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Read to discover the <b>main idea</b> or <b>theme</b>, examining how the author introduces and treats this idea or theme as the text unfolds; then summarize the text without analyzing it (RI.2 &amp; RL.2).</li> </ol>  |

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| <ul style="list-style-type: none"> <li>• <b>colonialism:</b> the policy and practice of a power in extending control over weaker peoples or areas.</li> <li>• <b>postcolonialism:</b> the matters that constitute the post-colonial identity of a decolonized people.</li> <li>• <b>postcolonial African literature:</b> African literature written in the postcolonial era (generally from 1960s-1970s) by authors of African descent.</li> <li>• <b>denouement:</b> the final part of a piece of literature in which the strands of the plot are drawn together and matters are explained or resolved.</li> <li>• <b>foreshadowing:</b> a literary device that acts as a warning or indication of a future event.</li> <li>• <b>irony:</b> the use of words to express something other than and especially the opposite of the literal meaning.</li> <li>• See <a href="#">Pre-AP Literary Toolbox</a>.</li> </ul> | <ol style="list-style-type: none"> <li>2. Examine how an author's choices about <b>structure</b> and <b>narrative design</b> affect the plot, pacing, and perceptions of the reader. focusing on how techniques such as <b>flashbacks, parallel plots, or nonlinear-episodic narrative</b>, create a sense of wonder, anxiety, or awe in readers (RL. 5)</li> <li>3. Concentrate on how the author arranges details, evidence, or events to support and develop a <b>claim</b> or idea, analyzing how the writer begins and then refines the idea by connecting sentences, paragraphs, and larger chunks (sections, chapters) as they explore and advance their ideas(s) and claim(s) (RI.5).</li> <li>4. Inform readers about or explain complex ideas, processes, or events in language that is clear, precise, and formal, incorporating and organizing only the <b>essential details, facts, examples, and quotations</b> needed to provide a thorough analysis of the content (W.2). <ol style="list-style-type: none"> <li>a. Students begin by <b>introducing the topic</b>, organizing any major ideas and information in ways that connect and distinguish between different ideas, using formatting (e.g., headings, sidebars), graphics (e.g., figures and tables), and multimedia to enhance clarity and comprehension.</li> <li>b. Students then build and refine their topic by selecting those facts that are salient and well suited to their their purpose, while making use, as needed, of other techniques such as <b>extended definitions, concrete details, quotations, and other information or data</b> that may be relevant.</li> <li>c. Next, students insert a <b>variety of transitions</b> where appropriate to connect ideas and details and improve cohesion and clarity.</li> <li>d. In addition, students write in the language specific to that discipline,</li> </ol> </li> </ol> |
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|  | <p>using words with precision to resolve any confusion or make clear what to some is complex.</p> <p>e. Students accomplish all the preceding through <b>writing that is formal and objective in style and tone</b>, and follows those rules established for different types of writing in each discipline.</p> <p>f. Finally, students end their paper with a <b>conclusion</b> that logically follows from all that precedes it, discussing the meaning or importance of the topic and their ideas about it.</p> <p>5. <b>Gather evidence</b> - quotations, examples, information - from literary or informational texts to back up students' claims or explanations when analyzing, reflecting on, or researching a topic or text (W.9).</p> <p>6. Starts and contribute to the full spectrum of <b>academic discussion</b> (pairs, groups, full class) with a range of students about those texts and topics appropriate to grades 9-10, complementing classmates' observations and ideas with your own, which you convey in discipline-specific or otherwise academic language (SL.1).</p> |
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## Stage 2 - Assessment Evidence

*Please note: Stage 2, which provides the unit's major assessment, is also a required element. Although there should be a continuum of assessments along the way, including checks for understandings and traditional quizzes, this assessment is essential because it serves as performance-based evidence of the main skills and understandings sought in Stage 1. The standards-based criteria on the writing rubric should drive teacher instruction and student work toward the final product.*

### Common Writing Assignment

*Students will be given the following writing prompts to select from and respond to in their analysis of the African novel. These prompts are worded as they appeared on the AP Literature Exam (the year is included in parenthesis).*

1. Novels and plays often depict characters caught between colliding cultures – national, regional, ethnic, religious, institutional. Such collisions can call a character's sense of identity into question. Select a novel or play in which a character responds to such a cultural collision. Then write a well-organized essay in which you describe the character's response and explain its relevance to the work as a whole. (2003)
2. Critic Roland Barthes has said, "Literature is the question minus the answer." Choose a novel, or play, and, considering Barthes' observation, write an essay in which you analyze a central question the work raises and the extent to which it offers answers. Explain how the author's treatment of this question affects your understanding of the work as a whole. Avoid mere plot summary. (2004)
3. The most important themes in literature are sometimes developed in scenes in which a death or deaths take place. Choose a novel or play and write a well-organized essay in which you show how a specific death scene helps to illuminate the meaning of the work as a whole. Avoid mere plot summary. (2004)
4. Many works of literature deal with political or social issues. Choose a novel or play that focuses on a political or social issue. Then write an essay in which you analyze how the author uses literary elements to explore this issue and explain how the issue contributes to the meaning of the work as a whole. Do not merely summarize the plot. (2009).

- **ELL Language Support and Writing Templates:** [10th Grade Quarter 2](#) 
- **Rubric:** [Explanatory Writing](#)  and [AP Rubric](#)
- **Standard(s) Addressed:** RL.10.1, RL.10.2, RL.10.9, W.9-10.2, W.9-10.4, W.9-10.5



## Stage 3 - Learning Activities

*Please note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lesson plans. Professional Learning Communities (PLCs) are encouraged to collaborate and personalize learning by adding their own ideas and resources. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.*

### Teacher Dropbox

Teachers: As you or your PLC come up with new ideas for this unit, find helpful resources, create handouts/materials, or reflect on activities, please share with other teachers and the Literacy ToSA's on this [collaborative document](#).

### Technology Integration

Throughout the suggested timeline, the following [SAMR](#) badges will be placed next to activities and assessments that include technology integration of ideas and resources for enhancing learning. The **S**ubstitution **A**ugmentation **M**odification and **R**edefinition [model](#), developed by Dr. Ruben Puentedura, demonstrates a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



Teachers might explore other [SAMR ideas](#) for a paperless classroom.

## Suggested Timeline - Week 1

### Lesson #1

*Focus Standard - 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.*


*SL.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*

*SL.9-10.1.B: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.*

*SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

*SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

**1. Socratic Seminar Discussion:**

- **Learning Objective:** Students will be able to:
  - Initiate and participate effectively in a collaborative discussion with peers by engaging in a Socratic Seminar.
    - Come to discussions prepared and draw on that preparation by referring to evidence from text and research.
    - Work with peers to set rules and guidelines for the discussion by reviewing and revising directions.
    - Propel conversations by asking questions, building on and challenging ideas, and incorporating others into the discussion.
    - Respond to and reflect on other perspectives, new evidence and reasoning, and points of agreement/disagreement.
  - Build background on important concepts for understanding postcolonial African literature by reading and referring to relevant informational texts.
- **Activities:**
  - Day 1: 
    - Teachers should first go over the [Socratic Seminar Directions](#) to ensure students understand the concept and expectations. Students should work in groups or as a class to agree on the rules and guidelines for the discussion. They can use the ones in the handout, or they can revise and add to the list.
    - Students can be given the [quarter 2 pre-assessment texts and prompt](#) to read through as a class. Students should know that they will first engage in a seminar discussion about the cartoon/imperialism before responding independently to the writing prompt. The following questions may help guide or inspire analysis:
      - Who are the main two men? What do they represent? How do you know?
      - Who are the other men? How do you know?
      - What is the white man's perspective, according to the images/texts?
        - What is the "burden"?
        - In what way are they helping?
        - What is their goal?
      - What stereotypes, biases, and/or prejudices are depicted?
      - What is the overall message?
      - How is it achieved (irony, satire, figurative language, emotional transference, etc)?
    - Students should be given time to study, research, and take notes on the texts. They should prepare to answer the question in the prompt in a seminar discussion the following day.
      - Teachers may want students to use these [Academic Language](#)

[Frames for Socratic Seminar](#) to begin framing their thoughts for the discussion (the first three boxes can be completed prior to the actual seminar, but they should not limit students' notetaking).

- Day 2:
  - Using the rules and guidelines set for the discussion on the previous day, the class should engage in a Socratic Seminar. This can be done in a variety of ways, including:
    - Fishbowl discussion (arrange the room so there is a smaller inner circle and a larger outer circle)
    - Whole group discussion (arrange the room so that students sit in one big circle)
    - Small group discussion (arrange the room so that groups of students sit in circles).
  - The teacher should act as facilitator of the conversation instead of leading the conversation. If they say anything, it should be to pose questions (not answers). Teachers may want to refer to the questions from Day 1 activities.
  - Students should refer to the image of "The White Man's Burden" and the imperialism information in the discussion, as well as use [Academic Language Frames for Socratic Seminar](#).
  - If the class is slow to warm up and talk, the teacher might include other strategies to motivate students or hold them accountable, such as...
    - Two Cents - Each student is given two pennies (or two pieces of candy, poker chips, etc) and they must submit (or eat) each one when they add to the discussion and give their "two cents."
    - Talking Stick - A stick (or any small object really) can be passed from person to person and whomever is holding the stick has the floor to speak. A student can "pass" the stick if they do not have something to add.
- **Check for Understanding:**
  - Teachers may want to incorporate an analysis of Rudyard Kipling's poem, "[The White Man's Burden](#)". Students could be asked to independently apply TPCASTT to this poem and demonstrate understanding of the concepts.
  - Teachers may want to have a roster and checklist (based on standards for Lesson #1 or the discussion rules) to monitor and evaluate participation. This [Socratic Circle Rubric](#) can also be used.
  - Students should complete the last portion of the [Academic Language Frames for Socratic Seminar](#) to reflect on the discussion and/or they can complete this [Socratic Seminar Evaluation](#).
  - If students demonstrate a lack of understanding, the teacher may need to arrange another seminar discussion over a different text and topic to practice and reteach speaking/listening skills.

### **Lesson #2**

*Focus Standard - 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.*

*Focus Standard - W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.*

*Ongoing Standard - W.9-10.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

## 2. Pre-Assessment Informative/Explanatory Writing:

- **Learning Objective:** Students will be able to:
  - Demonstrate their ability to write an informative/explanatory essay that draws evidence to support analysis by completing a pre-assessment writing assignment.
  - Build background on important concepts for understanding postcolonial African literature by reading and referring to relevant informational texts.
- **Activities:**
  - Students should independently complete the [quarter 2 pre-assessment](#) to complete independently within a *shorter time frame (a single sitting or a day or two)*.
    - Note: This assignment is intended to be a diagnostic and instructional tool. If desired, teachers can score or have students self-score according to the explanatory/argument rubric, but students should understand that this is a pre-assessment and will not be graded in the traditional way. In addition to providing timed writing practice, this essay can be revisited and revised throughout the unit as teachers break down the rubric criteria, conduct mini-lessons on the informative/explanatory writing standards, and provide individual feedback.
  - Students can produce their narrative in a Google Doc and share it with the teacher (and later their peers) for feedback and revision. It is recommended that they organize their work into an English 10 folder of some sort.
- **Check for Understanding:**
  - If students demonstrate a lack of understanding, teachers should...
    - Use the writing mini-lessons throughout Stage 3.
    - Allow students time to revise their pre-assessment to meet the various writing criteria on the rubric.
    - Provide specific feedback on how to meet grade level expectations for each criteria.



### Lesson #3

*Focus Lesson - 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.9-10.3.A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.*



3. See [Language Mini-Lessons / Application of Knowledge / MLA Style](#) for activities that can be done to address specific language standards (these can be spread out over the course of the unit). Click the link to move to the Language Mini-Lesson section that is located at the end of this unit plan.

## Suggested Timeline - Week 2

### Lesson #4

See *Writing Mini-Lesson* section for specific standards.



4. See [Writing Mini-Lessons #1-5](#) for activities that can be done to break down the explanatory writing rubric and writing standards (these can be spread out over the course of the next 5 weeks). Click the link to move to the Writing Mini-Lesson section that is located at the end of this unit plan.

### Lesson #5

*Focus Standard - 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.*

#### 5. Building Background on African Geography, Culture, and History:

- **Learning Objective:** Students will be able to:
  - Build background about African geography, culture, and history to better understand the literatures' context by viewing a presentation on Africa and engaging in a discussion with peers about what they learned.
- **Activities:**
  - Students can be given the following [Anticipation Guide](#) (and key) as a pre-assessment of what they already know about African geography, culture, and history.
  - Teachers will introduce the unit and build background knowledge by going over an [Informational Presentation on African Geography, History, and Culture](#). Students will be prompted to change their answers on the anticipation guide as they go through, or at the end of, the presentation.
    - Teachers can make the presentation more engaging and interactive by uploading the slideshow (after downloading to PowerPoint first) to [Nearpod](#), which allows students to view the slideshow from their computer screen and prompts them to answer questions posed by the teacher.
  - Teachers may also want to show students video clips and artwork or allow them to listen to music that represents the culture and themes of the unit.
    - Here is a slideshow of art, called ["Through African Eyes: The European in African Art, 1500 to Present,"](#) from the New York Times.
    - Students can do a ["I see... I think... I wonder" activity](#) with the images.
- **Check for Understanding:**
  - Teachers will ask students to do a 3-2-1 activity to check for understanding. Students write down:
    - 3 new and important things they found out about African geography, culture, and history.
    - 2 interesting things they learned about Africa.
    - 1 question they still have.



- Students should engage in some sort of [structured student talk activity](#), such as Lines of Communication, in which they share and discuss their 3-2-1 information.

### Lesson #6

*Focus Standard - 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.*

*Focus Standard - 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).*

#### 6. Informational Texts on African Colonialism and Postcolonialism:

- **Note:** Teachers should select at least one informational text to address the standards above. If desired, the following text(s) and activities can be used to build background knowledge and provide historical context or scattered throughout the unit to complement certain lessons or concepts in their novel study.
- **Learning Objective:** Students will be able to:
  - Build background knowledge of African colonialism and postcolonialism by closely reading informational texts from the region and era.
  - Determine the central idea of an informational text and analyze how it was developed and refined by particular words, phrases, sentences, or paragraphs by completing an annotation activity.
  - Determine the point of view and purpose of an informational text by completing a SOAPSTone analysis.
- **Suggested Texts:**
  - ["A Justification of British Colonialism in Africa"](#)
    - **Summary:** An excerpt from Lord Frederick Lugard's book, *The Dual Mandate in British Tropical Africa*, that sums up the major arguments of the imperial powers. Lugard was a colonial administrator and the first British governor-general of Nigeria, and he defends colonialism in Africa by explaining the mutual benefit to Africans and Europeans.
  - Excerpt from Nelson Mandela's [Trial Speech](#) and [audio/visual](#) of Mandela's actual live speech
    - **Summary:** In his historical speech at his trial in 1964, Nelson Mandela explains why there is a South African resistance movement. He explains how apartheid (and resulting poverty and lack of human dignity) has damaged the African people and argues why the use of violence was justified by the ANC.
    - **Other Resources:**
      - The [Apartheid Statistics](#) on this chart can provide additional data for helping students understand the text.
      - Students can gain background knowledge of apartheid and Nelson Mandela by watching a short [youtube.com](#) clip (2:56). Here is another informative [youtube.com clip](#) about apartheid (3:56).
      - Either before or after reading Nelson Mandela's speech, students could watch the [trial scene from Mandela: Long Walk](#)

[to Freedom](#) to build interest in the content and to provide a visual for struggling readers.

- The videos above can be uploaded to [Zaption](#) so that they are interactive (teachers pause the videos and pose questions that students must answer to proceed).



- Excerpt from Desmond Tutu' memoir, *No Future Without Forgiveness*
  - **Resource:** Purple Glencoe *World Literature* textbook, page 103
  - **Summary:** Archbishop Tutu reflects on the wisdom he has gained by helping usher South Africa through the experience of inequality and injustice to independence and reconciliation.
  - **Note:** The final scene of *Mandela: Long Walk to Freedom* is a great visual to go with this work and to finalize the discussion of South African apartheid and independence.
- **Activities:**
  - Teachers may want to start by going over this [Brief Explanation of Postcolonial African Literature](#) in order to explain the context and perspective of the literature they will be studying in this unit. This text can also be used to model some of the close reading activities they will do with the other texts.
    - Teachers can first read the paragraph and do a think-aloud about how they would identify the central idea of the text.
      - *The central idea is that postcolonial African literature reflects a specific time period when African authors responded to the political and social issues of their countries following decolonization.*
    - They can then show and think-aloud how they would complete the [Text-Rendering Experience](#) by highlighting the sentence, the phrase, and the word that best develop that central idea.
  - On the suggested informational texts, students can do a close reading of the text and complete the same [Text-Rendering Experience](#). Students should:
    - 1. Think-Write-Pair-Share the central idea of the text in small groups.
    - 2. Highlight the sentence, phrase, and word that best develop that central idea.
    - 3. Share their sentence, phrase, and word in rounds as a class.
    - 4. Discuss what common things they heard in their groups.
  - Students can then complete an analysis method, such as [SOAPSTone](#), [REVIEW a Document](#), or [Says, Means, Matters](#).
    - When selecting information to put into their template, it is important that students identify specific sentences, paragraphs, or sections of the text that support their understanding and analysis.
    - Consider sharing via Google Docs and letting students collaborate on the document in small groups.
- **Check for Understanding:**
  - Students can be asked to write an analysis paragraph over the text that includes:
    - An objective summary of the text that states a central idea
    - Specific details that develop the central idea (citing textual evidence)



## Suggested Timeline - Weeks 3-7

## Lesson #7

*Focus Standard - 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.*

*Focus Standard - 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.*



*Ongoing Standard - 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).*

*Focus Standard - 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.*

### 7. Postcolonial African Novel:

- **Note:** Teachers may select one of three comparable African novels: *Cry, the Beloved Country*, *Things Fall Apart*, or *The Joys of Motherhood*. In order to study the novel in 4-5 weeks, teachers will need to assign independent reading homework (suggested chapters are provided). The following objectives, activities, and checks for understanding can and should be applied to either of the texts to address the focus standards. Additional resources, lessons, and assessments specific to each novel are provided below.
- **Learning Objective:** Students will be able to:
  - Determine a theme and how it is developed over the course of a text by completing a theme organizer.
  - Analyze how the author's choices in structuring the text, ordering events within it, and manipulating time affect the reader by identifying and explaining the effect of the author's choices on a graphic organizer.
  - Determine the meaning of words and phrases used in the novel by applying various strategies (frontloading vocabulary, Frayer Model, context clues, consulting dictionary, etc).
  - Apply knowledge of language to comprehend more fully when reading by identifying and discussing the difference between the spelling and dialect of British English vs. American English, as well as the use of Igbo language, proverbs, metaphors, speech rhythms, and ideas.
- **Activities:**
  - The teacher should engage students in discussing text-dependent questions as they read the novel. The key is to give every student time to respond to the text and questions as they read. Students can be asked to pair up with a "shoulder partner" each class for regular Think-Pair-Shares. To hold students accountable and be fair, the teacher should limit calling on students based on who raised their hand; instead, the teacher can choose students randomly (spinner, popsicle sticks, or roster strips) to provide a response based on what was discussed with their partner. The responses can be used to check for understanding and clear up confusion as students read.



- Teachers could use technology that randomly selects students, such as [Class Tools Random Name Picker](#) (no sign up required) or [Class Dojo](#), to answer questions, to hold them accountable, to keep it fair, and to make it fun!
  - Teachers should guide students towards understanding key concepts presented in the Stage 2 writing prompts.
  - Students may complete the [Theme Organizer](#) as they study the novel. Teachers will need to make sure students understand the various literary elements that can be used to develop theme, which may include simply going through the literary toolbox and identifying which ones to consider while reading. It can also be a good time to discuss the difference between a thematic statement and a thematic idea.
    - The Theme Organizer, or any of the ones provided via Google Docs, can be shared with students by going to “File” and “Make a Copy” (and then sharing with students to do the same). They can complete the organizer digitally and use some of the app’s features to enhance learning. 
  - Teachers should select one significant passage or chapter from the beginning of the novel (one that really develops a theme through symbolism, imagery, and figurative language) in order to complete a [SIFT Analysis](#). This can help students to better understand how these literary elements develop theme so they can apply this knowledge to their graphic organizer.
  - Students can be asked to complete this [Analyzing the Structure of the Novel](#) graphic organizer as they read the novel, identifying major structural features, shifts in plotline, or manipulations of time, as well as the effect they have on the reader.
    - Students can collaborate on or independently create a comic panel or storyboard that depicts the rising and fall action of the plot or shifts in place/time in the novel using [Pixton](#) (free for “fun” individual use; free trial for teachers). Students can annotate each panel with a description/explanation. 
  - Students should apply knowledge of language while reading, considering the spelling and dialect of British vs. American English, as well as the author’s use of African words, phrases, and ideas. This essay on the [use of language in Things Fall Apart](#) can provide some information that applies to all novels. The following questions could guide discussion and analysis:
    - How does the context or purpose affect the choice and arrangement of words in this text?
    - How do the writer’s words affect the meaning and style of the writing?
  - Students should also determine the meaning of words and phrases in the text; recommended vocabulary words are provided in the novel section below.
- **Check for Understanding:**
  - Students should complete their graphic organizers and submit/share them for the teacher to review over the course of the novel study. Students can use the information on their organizers to answer open response writing prompts, such as exit slips or bellringers, over the focus standards. They can also reference their notes as they engage in Socratic seminars over author’s craft and the themes and concepts the novel explores.

- Teachers may want to include some traditional quizzes and tests to check for reading comprehension (see novel section below).
  - These can also be created and given on [Socrative](#) so that teachers can collect immediate data and, if desired, responses can be shown to and discussed with students.
  - Or teachers may want to use [Kahoot](#) for fun and educational game-based learning.
- If students demonstrate a lack of understanding, teachers may want to re-teach certain concepts more in-depth with the remaining chapters or go back and review certain aspects of the novel. Showing examples of student work that demonstrates proficiency, as well as studying concepts in relevant supplementary texts can also be helpful.



### ➤ ***Cry, the Beloved Country* by Alan Paton**

- **Summary:** *Cry, the Beloved Country* is set in South Africa in the 1940s against a backdrop of economic and political tensions that have a lengthy, complicated history. It is the story of Stephen Kumalo, a priest, and his journey to restore “his tribe”—his family. Forced to maneuver the strange and complicated city of Johannesburg and the surrounding area, Kumalo realizes the poor choices of members of his family and must face the problems found for his people in the city. Two families intertwined due to challenging circumstances, *Cry, The Beloved Country* is the story of forgiveness and uniting of two cultures for the good of humanity. It is considered one of the most famous and important novels in South Africa's history and was an immediate worldwide bestseller in 1948. Alan Paton's impassioned novel about a black man's country under white man's law is a work of searing beauty and represents the common concerns of postcolonial literature.
- **Preliminary or Ongoing Activities:**
  - Teachers may use the questions and resources from this [AP Teaching Unit on \*Cry, the Beloved Country\*](#).
  - Students will understand the discrimination that took place under the apartheid policy by examining this [chart with statistics](#) from 1978 (this chart and the activities are also included later in the unit for teachers who are using *Things Fall Apart*).
    - Exit slip: Based on the statistics in the chart, in what ways was the apartheid policy highly effective in achieving its goal of preferential treatment for whites? Provide textual evidence to support your response.
  - Before reading, students will complete the following questions. For both questions, address behaviors, characteristics, morals, dedication, etc.
    - What expectations do you have of ministers, reverends, priests, etc.? How do you know if one is doing a good job? Bad job?
    - What expectations do you have of a dad/father? How do you know if one is doing a good job? Bad job?
  - Students will complete a [bookmark](#) as they read focusing on character development, theme, and conflict.
  - Students can complete chapter questions as they independently read to demonstrate reading comprehension or as a review during group discussion after reading each Book.
    - [Chapter 1-9 Questions](#)
    - [Chapter 10-18 Questions](#)
    - [Chapter 19-27 Questions](#)
    - [Chapter 28-36 Questions](#)

- Students can complete a jigsaw activity using these articles about the author and South Africa. The teacher will put students into “expert” groups to read one of the four articles below. Students will read the article together and take notes on the most important information. The expert groups will be numbered off and placed into a new group of members who read a different article. Members will “teach” each other the most important points from their article.
  - [Why I’m Fleeing South Africa](#)
  - [Alan Paton, 85, Who Wrote Cry, the Beloved Country](#)
  - [Apartheid and Nelson Mandela](#)
  - [Alan Paton Biography](#)
- **Book-Specific Materials**
  - **Book I**
    - Students can complete the following [LTF activity](#) for “Identifying Patterns and Contrast to Unlock Meaning” and “Phrases, Clauses, and Sentences” based on an excerpt from Chapter 1 of the novel.
    - If the teacher has access to the Applied Practice book, students could complete the multiple choice over this section before and/or after the LTF activity.
  - **Book II**
    - Students will read [“Lincoln’s Second Inaugural Address”](#) and [“The Gettysburg Address.”](#) Students can annotate the articles using [DIDLs](#) and highlight the sentences that could have made the biggest impact on James Jarvis and be prepared to defend their choices and the importance of the speeches. The defense could be completed as an exit slip.
    - If the teacher has access to the Applied Practice book, students could complete the multiple choice over this section before and/or after the LTF activity.
  - **Book III**
    - If the teacher has access to the Applied Practice book, students could complete the multiple choice over this section before and/or after the LTF activity.
    - See Post-Reading Activities
- **Post-Reading Activities:**
  - Students will consider the significance of the novel’s title by completing the following [Ancipital Title](#) questions/directions in small groups.
  - Students will analyze [Alan Paton’s Style](#). The teacher may want to break each question up by giving students one at a time in mini-lessons or as bellwork.
  - Students will analyze the [Language, Form, and Function](#) of *Cry, the Beloved Country*.
  - Students will complete the [Discussion Questions 1 & 2](#) to analyze character, symbolism, metaphor, inference, significant quotations, and theme in the novel. Students must cite specific quotes from the text to support their answers.

### ➤ ***Things Fall Apart* by Chinua Achebe**

- **Summary:** The story is about the tragic downfall of Okonkwo, a highly-respected leader of the Igbo people. “Originally written in English and published in 1958, *Things Fall Apart* was one of the first novels by an African author to garner worldwide acclaim. Though mostly fictional, Nigerian author Chinua Achebe claims that the book documents Africa’s spiritual history – the civilized and rich life the Igbo lived before the arrival of Europeans and the ruinous social and cultural consequences that the arrival of European missionaries brought” (from Schmoop.com).

- **Preliminary or Ongoing Activities:**
  - For each chapter, text-dependent questions have been written to engage students in closely reading the text (see below). Copies of these questions can be given to each pair of discussion partners to refer to and discuss at the end of each page number specified. The key is to give **every** student time to respond to the text and questions as they read. To hold students accountable and be fair, the teacher can use a spinner or draw names randomly to call on students to provide an answer. The responses can be used to check for understanding and clear up confusion as students read. Teachers may modify questions for their students as they see fit.
  - Yesterday's News: Students spend 5 minutes writing a note to a student (real or fictional) who was absent to explain the chapter read in class and important concepts they missed.
  - Students could research the British colonization of Nigeria and connect this with what they learned in the story. They could also have students research how the economy/culture of Nigeria has changed since the time of the novel.
  - Students could choose one of Okonkwo's wives (Nwoye's mother, Ekwefi, and Ojiugo), and find a chapter of the novel where that wife would most likely have been present (i.e. the Feast of the New Yam). Students could be prompted to re-write that chapter from her perspective.
- **Chapter-Specific Activities:**
  - **Chapter 1-7**
    - [Vocabulary Chart](#)
    - [Text-Dependent Questions](#)
  - **Chapter 8-13**
    - [Vocabulary Chart](#)
    - [Text-Dependent Questions](#)
  - **Chapter 14-19**
    - [Vocabulary Chart](#)
    - [Text-Dependent Questions](#)
  - **Chapter 20-25**
    - [Vocabulary Chart](#)
    - [Text-Dependent Questions](#)
- **Post-Reading Activities:**
  - Students could read parts of this [interview with Chinua Achebe](#) to understand the author's background and decisions in writing the book.
  - In Part 3 of *Things Fall Apart*, Okonkwo returns from exile and experiences European domination firsthand, which results in his suicide in the final chapter. This section of the novel alternates between the Igbo and the European point of view, which students should be attentive to as they read. The poem "The Second Coming" is the source of the title of *Things Fall Apart*; Achebe uses the opening four lines of the poem as the epigraph of the novel and has discussed in interviews, such as the one above, the texts' relationship.
    - After reading the last chapters of *Things Fall Apart* and examining the how point of view contributes to the development of theme, students could analyze "The Second Coming" to determine its theme.

- Students could participate in a Socratic seminar to examine the connection between the poem and the novel and discuss the importance of telling stories from different perspectives.
- Achebe said, "It was only later I discovered [Yeats's] theory of circles or cycles of civilization. I wasn't thinking of that at all when it came time to find a title. That phrase 'things fall apart' seemed to me just right and appropriate." In the discussion, teachers should ask students to provide textual evidence to support their answers to the following questions:
  - Why is *Things Fall Apart* an appropriate or inappropriate title?
  - How appropriate is the novel's title given the central idea of the poem?
- Teachers can ask students: Could the novel make its point without Okonkwo's suicide? Write or consider an alternate ending for the novel that is equally effective.
- Students could make an illustration or a series of illustrations of a major episode in the concluding section of the novel using a medium of their choice (pencil, charcoal, paint, markers, poster, multimedia, photo collage etc.) Students should refer to the text in order to achieve accuracy.
- Students could participate in an in class debate. The affirmative side will argue that Okonkwo's downfall was inevitable. The negative side will dispute that argument and defend the idea that Okonkwo's downfall could have been avoided if he had acted differently.

### ➤ ***The Joys of Motherhood* by Buchi Emecheta**

- **Summary:** The story of a young Ibo woman who dreams of living a traditional life as a mother of many children. Instead, she spends her life in Lagos, Nigeria, struggling to survive as traditional values are rapidly eroded and destroyed by Western influence. The book spans the life of the protagonist from before her birth to after her death, providing an opportunity to explore point of view, dynamic characterization, cultural studies, and the change of time and place as representations of pre- and post- colonization.
- **Preliminary or Ongoing Activities:**
  - Teachers can build background knowledge by giving an [informational presentation](#) about the novel. If the teacher would like students to take notes and a [quiz](#) over the information, the underlined sections of texts serve to show students the most important information to know. (Teachers: For answers to quiz, see [Answer Key folder](#) (only accessible to 10th grade SPS teachers).
  - The slides found [here](#) contain vocabulary, journal prompts, and activities that can be used throughout the book. They are organized by chapters and connect with the vocabulary and quizzes listed below. Teachers should not expect to have time to use all the slides in class, but information and ideas can be used from this link as needed.
  - In adding to their [Theme Organizer](#), students should consider the following literary elements:
    - Setting - Consider the changes brought on by colonialism and westernization as seen by contrasting the traditional Ibuzo village with the modern city of Lagos, as well as the changes to each setting as time goes on.

- Flashback - Consider how the novel begins with Nnu Ego living in Lagos in Chapter 1 before flashing back to before she was born.
  - Irony (particularly the title and denouement)
  - Characterization - Consider Nnu Ego's conflicting motivations and her struggles with meeting societal expectations as she changes over the course of the novel; also consider the role her *chi* plays.
  - Symbolism - Consider children as a symbolism for female achievement in Nnu Ego's society; also note what her dreams of babies by the side of the stream might mean.
- Students could be asked to create and add to a family tree for Nnu Ego to better understand the different names and relationships in the novel.
- For each chapter, text-dependent questions have been written to engage students in closely reading the text (see below). Copies of these questions can be given to each pair of discussion partners to refer to and discuss at the end of each page number specified. The key is to give **every** student time to respond to the text and questions as they read. To hold students accountable and be fair, the teacher can use a spinner or draw names randomly to call on students to provide an answer. The responses can be used to check for understanding and clear up confusion as students read. Teachers may modify questions for their students as they see fit.
- Yesterday's News: Students spend 5 minutes writing a note to a student (real or fictional) who was absent to explain the chapter read in class and important concepts they missed.
- **Chapter-Specific Materials**
  - **Chapters 1-3**
    - [Text-Dependent Questions](#)
    - [Vocabulary](#)
    - [Quiz](#) ([Answer key folder](#) is only accessible to 10th grade SPS teachers)
    - Chapter 2:
      - Note: Chapter 2 contains a mature scene that can be skipped in class. The teacher may summarize the events without jeopardizing the plot.
      - Students should understand the concept of *chi* to the African characters, which is different from the Eastern perspective of *chi*. This [website](#) defines it as follows: "The Ibo people believe that "chi" is closely related to their religion. Chi is said to be an individual's personal god, which is determined by the individual's good fortune or lack thereof. The Ibo people hold their chi responsible for the events that occur in their lives. Because of this it is said that if you have "bad chi" then evil fortune will surely follow you to the grave."
  - **Chapters 4-6**
    - [Text-Dependent Questions](#)
    - [Vocabulary](#)
    - [Quiz](#)
    - **Homework:** Independently read chapter 5 and complete the following [questions](#).
  - **Chapters 7-9**
    - [Text-Dependent Questions](#)
    - Vocabulary
    - [Quiz](#)
    - **Homework:** Independently read chapter 9 and complete the [text-dependent questions](#) (page 2 in link).

- Characters: Since the African names can be difficult for students to remember and distinguish from one another, students could play a fun and engaging [character matching game](#) in small groups. To prepare for the activity, the teacher (or a student helper) should cut the names and descriptions into strips and place each set into an envelope. If it is a class of 30, 15 envelopes would need to be created for a group of 2 or 10 envelopes created for a group of 3. Students are given the envelopes and told not to dump or look at the contents until “GO.” When the teacher says “GO,” groups must quickly match the descriptions to the character names. The first group to get them all correct wins, but all groups must continue until they have finished matching.
- **Chapters 10-12**
  - [Text-Dependent Questions](#)
  - [Vocabulary](#)
  - [Quiz](#)
- **Chapters 13-15**
  - [Text-Dependent Questions](#)
  - [Vocabulary](#)
  - [Quiz](#)
- **Chapter 16-18**
  - **Homework:** Independently read chapter 16 and answer the text-dependent questions.
  - [Text-Dependent Questions](#) (chapter 16 can be given as homework; chapter 17-18 begin on page 2)
  - [Vocabulary](#)
  - Collaborative discussion: Students should discuss the denouement of the novel (and understand the term *denouement*).
    - How is the ending ironic, and what purpose did it serve? How is it ironic in regards to the title, *The Joys of Motherhood*? What is ironic about her sons vs. daughters at the end? What is ironic about her legacy and reputation in the village?
    - Regardless if you liked the ending, was it effective? What point did it make about colonialism? About motherhood? Did it provide a resolution? In what way? Consider an alternative ending that would be just as effective.
- **Post-Reading Activities:**
  - Students could view this [video](#) about modern day Lagos to understand how colonization/modernization transformed the city into what it is today. Students can discuss the video’s tone and purpose. Students could discuss the following questions in a small group discussion:
    - Is it propaganda?
    - How is it different from the perspective and tone of postcolonial literature?
    - How has westernization and modernization been inevitable/beneficial/destructive in Africa?
  - This [final test](#) can be administered to assess if students read and understood key elements of the novel ([Answer key folder](#) is only accessible to 10th grade SPS teachers).

## Suggested Timeline - Weeks 7-8

### Lesson #8

*Focus Standard - 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.*

*SL.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*

*SL.9-10.1.B: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.*

*SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

*SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

#### 8. Socratic Seminar:

- **Learning Objective:** Students will be able to:
  - Initiate and participate effectively in a collaborative discussion about the novel with peers by engaging in a Socratic Seminar.
- **Activities:**
  - Teachers should first review the [Socratic Seminar Directions](#) to ensure students understand the expectations. Students should work in groups or as a class to agree on the rules and guidelines for the discussion. They can use the ones in the handout, or they can revise and add to the list.
  - Teachers can have students prepare for the seminar by providing students with a set of questions that will be discussed. They can complete their graphic organizers, jot down notes and discussion points, and/or use the [Academic Language Frames for Socratic Seminar](#) (first four boxes). The questions might include the following:
    - What are your thoughts about \_\_\_\_\_ that the novel explores?
    - What themes in the essay had the biggest impact on you or stood out the most?
      - If students state or refer to a thematic idea, ask them to reword it into a thematic statement. Does anybody agree or disagree with that statement? Why?
      - How did the author develop those themes through literary elements? Provide examples from your organizer.
      - What questions do you still have about the development of themes?
    - What was the most suspenseful or surprising part of the novel? What specific quotes or sections of the text have resonated the most with you? How did the author craft his writing to create that effect?



- The teacher should act as facilitator of the conversation instead of leading the conversation. If they say anything, it should be to pose questions (not answers). If the class is slow to warm up and talk, the teacher might include other strategies to motivate students or hold them accountable, such as...
  - Two Cents - Each student is given two pennies (or two pieces of candy, poker chips, etc) and they must submit (or eat) each one when they add to the discussion and give their “two cents.”
  - Talking Stick - A stick (or any small object really) can be passed from person to person and whomever is holding the stick has the floor to speak. A student can “pass” the stick if they do not have something to add.
- **Check for Understanding:**
  - Teachers may want to have a roster and checklist (based on standards for Lesson #1 or the discussion rules) to monitor and evaluate participation. This [Socratic Circle Rubric](#) can also be used.
  - Students should complete the last portion of the [Academic Language Frames for Socratic Seminar](#) to reflect on the discussion and/or they can complete this [Socratic Seminar Evaluation](#).

### **Lesson #9**

*Focus Standard - 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.*

*W.9-10.2.A: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

*W.9-10.2.B: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*

*W.9-10.2.C: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*

*W.9-10.2.D: Use precise language and domain-specific vocabulary to manage the complexity of the topic.*

*W.9-10.2.E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

*W.9-10.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).*

*Focus Standard - W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.*

*Focus Standard - L.9-10.3.A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.*

*Ongoing Standard - W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision)...for a range of tasks, purposes, and audiences.*

**9. Common Writing Assignment - Explanatory Essay:**

- **Learning Objective:** Students will be able to:
  - Write an essay that analyzes the novel and meets expectations of the AP Lit exam.
- **Activities:**
  - Teachers may want students to respond to the essay prompt in a timed setting. After deconstructing and scoring essays, students could use their original response as a rough draft and complete the writing process before submitting a final copy.
  - The following resources and materials were located in the writing and language mini-lessons, but they may also be helpful to review or provide to students now:
    - [Process for a Writing an Explanatory Essay](#) are Google Slides that explain how to write a more effective introduction, body, and conclusion.
    - [Sentence frames and stems for introducing quotes and commentary](#)
    - [Using Quotations](#) provides a reference for common questions or issues with using quotations in writing.
    - This [Writing Strategy](#) provides a formula for including adequate concrete details and commentary in writing.
    - This site provides a quick reference to the basics of [MLA Style](#). Teachers are encouraged to provide students with access to an MLA Handbook or to at least provide them with resources, such as this [handout on MLA General Format Guidelines](#) or [Purdue Owl](#).
  - This guided [Writer's Workshop](#) can be used to self- or peer- edit a draft before publishing.
- **Check for Understanding:**
  - Students can be asked to submit or share their essay. Teachers will score students' essays using all 5 categories on the [explanatory rubric](#). A score to grade conversion is located at the bottom of the rubric.
    - Teachers should also go over the AP rubric, and they may want to provide a holistic score using the AP scale.
  - If students demonstrate a lack of understanding (in other words, if they score below a 3 on any given criteria), teachers should interpret the data and collaborate with fellow teachers on the next steps. Ideas include:
    - Reteaching concepts/skills/criteria
    - Having students revisit and revise the essay later in the year
    - Using explicit language instruction throughout the quarter for all students; carefully guiding ELL students with how to use the ELL Language Supports for Stage 2
    - Asking students to reflect on their essay after the teacher returns the scored rubric or gives feedback; having students write what they will do next time to improve their score.
    - Concentrating on the overall weakest areas in future bellwork activities or mini-lessons
    - Asking students what instruction or support they need or would find helpful next time.

- Deconstruct student essays (anonymously) as a class.

#### OPTIONAL TECHNOLOGY EXTENSION:

##### Lesson #10

*Ongoing Standard - W.9-10.6: Use technology, including the Internet, to produce, publish, 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.*

#### 10. Technology Integration:

- **Learning Objective:** Students will be able to:
  - Use technology to publish essay and provide/respond to feedback.
- **Activities:**
  - Teachers can set up a site, such as Google Plus or a blogging site, for students to link and post their narrative for other students, classes, or the public to see.
    - Teachers are encouraged to collaborate with other classes within their building or across the district so that students can share and respond to students' work from outside their class.
    - If using Google Plus, students can #hashtag their school and teacher's name (#hbhs #davis) so that teachers can search for their students' work.
- **Check for Understanding:**
  - Students can be required to read and comment on a certain amount of their peers' work.
    - Students should collaborate on creating ground rules for interacting with peers' and commenting on work online in a constructive and appropriate manner.
  - Students can be asked to update their essay next quarter based on peer feedback.



### Suggested Timeline - Week 9

#### Semester Exam Week

It is recommended that teachers collaborate and decide on a common semester exam in their building and grade level PLCs. The semester exam should assess students' ability to demonstrate knowledge, understandings, and/or skills addressed in the focus standards.

### Writing Mini-Lessons

*Use or modify lessons as needed to guide students toward mastery of the writing standards.*

#### Writing Mini-Lesson #1

*W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

*Ongoing Standard - 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.*

*Ongoing Standard - W.9-10.6: Use technology, including the Internet, to produce, publish, 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.*

*Ongoing standard - W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.*

*W.9-10.9.A: Apply grades 9-10 Reading standards to literature.*

### **1. Comprehension and Meaning:**

- **Learning Objective:** Students will be able to:
  - Demonstrate understanding of the first category of the explanatory rubric, “Comprehension and Meaning,” by breaking down the rubric criteria, studying exemplars, and applying what they learned to their essay.
- **Note:** These mini-lessons are incorporated to address the [Explanatory Writing Rubric 6-12](#) and [pre-assessment](#) essay.
- **Activities:**
  - Teachers can briefly go over the explanatory/argument rubric as a whole, pointing out the common language that differentiates 4, 3, 2, and 1, but the focus of the lesson will be on “Comprehension and Meaning.” The expectations for this criteria will vary based on the prompt, associated text(s), and reading standard(s), if applicable.
  - Students should know that to get a 3-4 on the writing rubric for “Comprehension and Meaning” that they must answer all parts of the prompt and demonstrate a grasp of key ideas, details, and task.
    - Teachers should guide students through closely reading the prompt from the pre-assessment. They can review a method for deconstructing writing prompts, such as [RUPR](#) or [Purdue Owl](#), so that they are better equipped to address all aspects of the prompt and to consider what is appropriate for the *task, purpose, and audience*.
    - The essay should *draw evidence from literary or informational texts to support analysis, reflection, and research (W.6)*, if a text is provided, including analysis of both explicit and inferred ideas. For this criteria, students should demonstrate a general to broad understanding of the central ideas and key details from the texts.
    - Students could work in small groups to discuss and share a list of what might be included in a response to show that they understand the key ideas, details, and task.
  - Teachers should show students an exemplar for meeting or exceeding the first criteria; students could work in small groups to explain how the essay demonstrated the following:
    - **insightfully** addresses all aspects of the prompt
    - **insightful**, accurate grasp of key ideas, details, and task
    - **extensive** understanding of both explicit and inferred ideas expressed in text(s), if applicable

- If students' essays have not been scored, students could be asked to score their essay and/or a peer's essay on the first criteria only.
- **Check for Understanding:**
  - Students could be given a [blank copy](#) of the rubric so that they can paraphrase the expectations for a 4, 3, 2, and 1 in each box for the first criteria (should be the same or similar to the narrative rubric). Teachers can confirm if the paraphrase is accurate or ask students to revise.
  - Students could revise their essay for the first criteria based on what they learned.
  - Students could use various features to help with the revision process. Students can collaborate with others using the "Comments" feature, as well as view the original work and changes made by going to "File" and "See revision history."



### **Writing Mini-Lesson #2**

*Focus Standard - 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.*

*W.9-10.2.A: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

*W.9-10.2.C: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*

*W.9-10.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).*

*Ongoing Standard - 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.*

## **2. Organization and Focus (skip the second category, which will be addressed in the next mini-lesson):**

- **Learning Objective:** Students will be able to:
  - Demonstrate understanding of the third category, "Organization and Focus," by breaking down the rubric criteria, studying exemplars, and applying what they learned to their own essay.
- **Activities:**
  - Teachers can help students understand the "Organization and Focus" criteria on the rubric by ensuring students understand the [Process for Writing an Explanatory Essay](#) (this links to a helpful slideshow on how to write a more effective introduction, body, and conclusion).
  - Teachers should go over [transitions](#) and how to use them in explanatory writing
  - Teachers should show students an exemplar for meeting or exceeding the first criteria; students could work in small groups to explain how the essay demonstrated the following:
    - **skillfully** orients the reader to topic in introduction
    - creates cohesion through **skillful** use of transitions, phrases, and

- clauses within and between paragraphs
    - includes **purposeful and logical** progression of ideas from beginning to end
    - provides a **meaningful and reflective** conclusion that follows from and supports claim/thesis
  - If students' essays have not been scored, students could be asked to score their essay and/or a peer's essay on the third criteria only.
- **Check for Understanding:**
  - Students could use the [blank copy](#) of the rubric to paraphrase the expectations for a 4, 3, 2, and 1 in each box for the third criteria. Teachers can confirm if the paraphrase is accurate or ask students to revise.
  - Students could revise their narrative for the third criteria only.
  - Students could use various features to help with the revision process. Students can collaborate with others using the "Comments" feature, as well as view the original work and changes made by going to "File" and "See revision history."
  - If students demonstrate a lack of understanding, teachers can provide direct feedback on the third criteria to students via Google Docs.



### Writing Mini-Lesson #3

*Focus Standard - 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.*

*W.9-10.2.A: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

*W.9-10.2.B: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*

*Ongoing Standard - W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

*Ongoing Standard - 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.*

### 3. Development and Elaboration:

- **Learning Objective:** Students will be able to:
  - Demonstrate understanding of the second category of the explanatory rubric, "Development and Elaboration," by breaking down the rubric criteria, studying exemplars, and applying what they learned to their own essay.
- **Activities:**
  - Teachers can help students understand the "Development and Elaboration" criteria on the rubric by:
    - Referring to some of the information on the [Process for Writing an Explanatory Essay](#) slideshow that relates to development.
    - Teaching this [Writing Strategy](#) that provides a formula for including adequate concrete details and commentary in paragraphs.

- Teachers can have students highlight the different components in the example paragraph in different colors.
  - Teachers should do a think-aloud or model how they would select evidence that is “substantial and pertinent” and provide “valid reasoning” to support a thesis.
  - Then students can be asked to examine and highlight their pre-assessment for the same components.
- Guide students through using the following [sentence frames and stems for introducing quotes and commentary](#).
- Showing students an exemplar essay for meeting or exceeding the second criteria; the class can examine how the essay...
  - provides **comprehensive** development of the claim/counterclaim or thesis
  - uses valid **and convincing** reasoning
  - **effectively** integrates substantial and pertinent text-based evidence to support claim/thesis
  - development is **consistently** appropriate to purpose and audience
- If students’ essays have not been scored, students could be asked to score their essay and/or a peer’s essay on the second criteria only.
- **Check for Understanding:**
  - Students could use the [blank copy](#) of the rubric to paraphrase the expectations for a 4, 3, 2, and 1 in each box for the second criteria. Teachers can confirm if the paraphrase is accurate or ask students to revise.
  - Students could revise their essay for the second criteria based on what they learned.
  - Students could use various features to help with the revision process. Students can collaborate with others using the “Comments” feature, as well as view the original work and changes made by going to “File” and “See revision history.”
  - If students demonstrate a lack of understanding, teachers can provide direct feedback on the third criteria to students via Google Docs.



#### **Writing Mini-Lesson #4**

*Focus Standard - 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.*

*W.9-10.2.D: Use precise language and domain-specific vocabulary to manage the complexity of the topic.*

*W.9-10.2.E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

*Ongoing Standard - 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.*

*Ongoing Standard - 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.*

#### 4. Language and Clarity:

- **Learning Objectives:** Students will be able to:
  - Demonstrate understanding of the fourth category of the explanatory rubric, “Language and Clarity,” by breaking down the rubric criteria, studying exemplars, and applying what they learned to their essay.
- **Activities:**
  - Teachers can help students understand the “Language and Clarity” criteria on the rubric by:
    - Explaining [why academic writing discourages first person and how to eliminate it from writing](#).
      - Students should review their pre-assessment to see if they used first person and need to remove it.
      - Teachers might give students some sample statements written in first person and have students practice revising them to say the same thing in third person.
    - Teaching the elements of style (the following [resource on style](#) has information and tips).
    - Going over or sharing [how to use quotations](#). Although the information will apply to the other rubric categories, it provides answers to questions and issues with setting up and embedding quotations that will help improve “Language and Clarity.”
    - Having students highlight the first six words of every sentence in their pre-assessment essay. Students could Think-Pair-Share if (and why) their highlighted words are varied or repetitive, meaningful or haphazard, interesting or boring.
      - They can also begin revising them by referring to the [Different Ways to Begin Sentences](#) (in Language Mini-Lessons).
    - Having student make a list of all the precise language and vocabulary that needs to be used to properly or strategically address the prompt and discuss the text. Students can then double-check if their essay contained some or all of the words.
  - Students can deconstruct an exemplar essay for meeting or exceeding the fourth criteria; the class can examine how the essay...
    - **utilizes** and **consistently** maintains **evocative** style and formal tone
    - **strategically** uses precise language and academic, domain-specific vocabulary
    - **skillfully** varies sentence patterns for meaning and reader interest
  - If students’ essays have not been scored, students could be asked to score their essay and/or a peer’s essay on the fourth criteria only.
- **Check for Understanding:**
  - Students could use the [blank copy](#) of the rubric to paraphrase the expectations for a 4, 3, 2, and 1 in each box for the fourth criteria. Teachers can confirm if the paraphrase is accurate or ask students to revise.
  - Students could revise their essay for the fourth criteria only.
  - Students could use various features to help with the revision process. Students can collaborate with others using the “Comments” feature, as well as view the original work and changes made by going to “File” and “See revision history.”
  - If students demonstrate a lack of understanding, teachers can provide direct feedback on the fourth criteria to students via Google Docs.





### Writing Mini-Lesson #5

*Rubric Standard - L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

*Rubric Standard - L.9-10.3.A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.*

*Ongoing Standard - 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.*

*Ongoing Standard - W.9-10.6: Use technology, including the Internet, to produce, publish, 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.*

#### 5. Conventions:

- **Learning Objectives:** Students will be able to:
  - Demonstrate understanding of the fifth category of the explanatory rubric, "Conventions," by breaking down the rubric criteria, studying exemplars, and applying what they learned to their own essay.
- **Activities:**
  - Teachers can help students understand the "Conventions" criteria on the rubric by:
    - Explaining and/or modeling for students how to [punctuate when using quotes](#) (using a colon, comma, or no punctuation).
    - Refer back to...
      - [Punctuation Anchor Chart](#)
      - [Capitalization Rules](#)
      - [Spelling Strategies](#)
      - The school's or classroom's [editing or proofreading marks](#) (and give them time to apply)
    - Reviewing the basics of [MLA Style](#). Teachers are encouraged to provide students with access to an MLA Handbook or to at least provide them with resources, such as this handout on [MLA General Format Guidelines](#) and [Purdue Owl](#).
  - Students can deconstruct an exemplar essay for meeting or exceeding the fifth criteria; the class can examine how the essay...
    - demonstrates a **strong** command of standard English conventions
    - contains **minimal to no** errors in usage, sentence formation, punctuation, capitalization, and spelling
    - **consistently and accurately** follows [MLA style](#) format, including [proper citation of sources](#)
  - If students' essays have not been scored, students could be asked to score their essay and/or a peer's essay on the fifth criteria only.
- **Check for Understanding:**
  - Students could use the [blank copy](#) of the rubric to paraphrase the expectations for a 4, 3, 2, and 1 in each box for the fifth criteria. Teachers can confirm if the paraphrase is accurate or ask students to revise.

- Students could revise their essay for the fifth criteria by ensuring they have demonstrated command of standard English conventions, edited for usage, sentence formation, punctuation, capitalization, and spelling, and followed general MLA format.
- Students could use various features to help with the revision process. Students can collaborate with others using the “Comments” feature, as well as view the original work and changes made by going to “File” and “See revision history.”
- If students demonstrate a lack of understanding, teachers can provide direct feedback on the fifth criteria to students via Google Docs.
- Students can now submit their final revised pre-assessment via Google Classroom. They can be asked to write a note to the teacher that contains:
  - An explanation of how their essay has improved since it was first written.
  - Techniques and strategies they will apply to their next essay assignment.
  - Questions they still have about essay writing or the explanatory rubric.



## Language Mini-Lessons

*Use or modify lessons as needed to guide students toward mastery of the language standards.*

*Focus Lesson - 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.9-10.3.A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.*

### 1. Applying Knowledge of Language:

- **Learning Objective:** Students will be able to:
  - Apply knowledge of language to understand how it functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening by
- **Activities:**
  - Students can be asked to fill out a chart like the one below about what language (in general terms) they can and cannot use depending on their audience. And/or they could be asked to roleplay with a partner having a conversation with these different people about their plans for the weekend. Students should *discuss* why their language changes.

| Person         | Can Say | Cannot Say | Why? |
|----------------|---------|------------|------|
| 1. Parent      |         |            |      |
| 2. Best Friend |         |            |      |
| 3. Principal   |         |            |      |

|  |  |  |  |
|--|--|--|--|
| 4. Kindergartener                              |  |  |  |
| 5. _____<br>(specific coach,<br>employer, etc) |  |  |  |

- Teachers can include small lessons on the connotative power of words:
  - The following provide simple explanations and examples of the difference between denotation and connotation:
    - From ilovepoetry.com, "The suggestion of a meaning by a word beyond what it explicitly denotes or describes. The word, *home*, for example, means that the place where one lives, but by connotation, also suggests security, family, love and comfort."
    - The Houghton-Mifflin Company offers this comparison. "The word *modern* is defined as belonging to recent times, but the word's connotations can include feelings of being new, up-to-date, and experimental."
  - Students can be asked to write synonyms of a specific word as big as they can on a sheet of paper, index card, or mini-whiteboard (for example, the teacher could instruct them to write synonyms of "skinny," "stylish," or "old"). Students could then be asked to stand up, holding their word in front of them, and move into a line across the room based on a scale of how negative, neutral, or positive the connotation of their word is. Essentially, the line should have words that, in order, go from more negative to a more positive meaning.
    - For example, if the word is "old," the negative side of the line would have words like "decrepit" or "senile," the middle of the line would have neutral words like "elderly," and the positive side of the line would have words like "wise" or "antique."
    - Students can also discuss or debate if and why there is a difference in opinion in connotation. For example, if the word is "stylish," "hipster" or "trendy" can have a negative connotation to some, but it can be positive to others.
    - Students should conclude the activity by discussing how the connotation of words can affect our meaning and intentions when writing and speaking.
  - Activity: [She Did What? Revising for Connotation](#)
- Students should learn about other reasons writers/speakers should adjust their language depending on their audience and context (this resource, [Consider Your Audience](#), makes some important points).
- Teachers can show an example of a real news story on a topic side-by-side with a satirical news story on the same topic. Students could discuss how the language used by the reporters affects meaning and style, particularly when one is objective and serious and the other is subjective and comical.
  - A similar activity can be done by showing a conservative news source's report on a topic (the presidential debate, for example) compared to a liberal news source. How and why is their language different? How does this affect meaning? Why should we be aware of this when reading or listening to news sources?

- When students learn more about applying MLA style in their writing, teachers might want to explain *why* it is important to use MLA in academic writing. These [slides](#) provide some notes and key points on the topic.
  - Teachers can choose to cover review the basics of [MLA Style](#), including the proper citation of sources, in smaller chunks or they may want to wait until [Writing Mini-Lesson #5](#) and the Common Writing Assignment to model and have students apply it to their essays.

## 2. Academic Vocabulary:

- **Note:** See the following for an overview of information on [vocabulary instruction](#).
- **Learning Objective:** Students will be able to:
  - Evaluate their understanding of terms specific to this unit by completing a self-assessment.
  - Acquire and use academic language in reading, writing, speaking, and listening activities by using various resources (such as the Literary Toolbox) today and throughout the year.
- **Activities:**
  - At the beginning of the quarter, teachers may provide students with a list of academic vocabulary words they will need to know for this unit and allow them to self-score themselves as follows:
    - 1) I have never heard or seen it.
    - 2) I have heard of it but don't know it.
    - 3) I recognize it as somehow related to \_\_\_\_\_.
    - 4) I know it when I read it but not sure I can use it correctly when writing or speaking.
    - 5) I know it and can use it as a reader, writer, speaker, and listener.
  - Students should continue to *acquire and use accurate academic language and domain-specific words and phrases* in reading, writing, speaking, and listening activities all year.
    - Teachers and students can reference the [Literary Toolbox](#) throughout the year for terms and definitions and apply knowledge on the graphic organizer (see below).
    - Academic vocabulary can go on a Word Wall as terms are learned or expected to be used.
  - Teachers should regularly include [structured student talk activities](#) that provide opportunities for students to practice using academic language and domain-specific words in writing, speaking, and listening.
- **Check for Understanding:**
  - Students could be required to complete a [Frayer Model](#) on 5 terms they rated themselves the lowest on understanding.
  - If students demonstrate a lack of understanding, teachers can use the results of the pre-assessment to do a variety of follow-up activities, including:
    - Design differentiated bellwork activities or mini-lessons around the vocabulary that need the most focus.