

Pre-AP 10th Grade Quarter 4



Click on the video icons throughout this document for brief tutorials on how to implement the different stages and features of the unit.

Unit Overview:

This unit is designed to include blended learning opportunities for students. “Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

With the teacher’s guidance and time to collaborate with peers, students will analyze arguments in both literary and informational texts. They will closely read and write analyses of the claims, textual evidence, and reasoning that writers use in their arguments. Independently, they will select a debatable topic (from a provided list) and use a variety of online tools to apply research, analysis, synthesis, and technology skills. They will write an in-class essay and create an informative and interesting digital media presentation that contains their claims, textual evidence, and reasoning to share with the class.

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.

RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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.

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

	<p>Level 3 use a developing set of strategies to:</p> <ul style="list-style-type: none"> • 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. <p>Level 4 use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text.
RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	See ELP Standard 9-12.1 above
RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	See ELP Standard 9-12.1 above
<p>W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>ELP Standard 9-12.4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p> <p>Level 2</p> <ul style="list-style-type: none"> • construct a claim about familiar topics • introduce the topic • give a reason to support the claim • provide a concluding statement. <p>Level 3</p> <ul style="list-style-type: none"> • construct a claim about familiar topics • introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding statement. <p>Level 4</p> <ul style="list-style-type: none"> • construct a claim about a variety of topics • introduce the topic

<p>W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.9-10.1.D 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>W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • provide logically ordered reasons or facts that effectively support the claim • provide a concluding statement.
<p>W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>ELP Standard 9-12.5: Conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>Level 2</p> <ul style="list-style-type: none"> • gather information from provided print and digital sources • summarize data and information. <p>Level 3</p> <ul style="list-style-type: none"> • carry out short research projects to answer a question • gather information from multiple provided print and digital sources • evaluate the reliability of each source • paraphrase key information in a short written or oral report • include illustrations, diagrams, or other graphics • provide a list of sources. <p>Level 4</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question • gather and synthesize information from multiple print and digital sources

	<ul style="list-style-type: none"> • use search terms effectively • evaluate the reliability of each source • integrate information into an organized oral or written report • cite sources appropriately
W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	See ELP Standard 9-12.5 above
SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	See ELP Standard 9-12.1
SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	See ELP Standard 9-12.1 above
SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<p>ELP Standard 9-10.3: Speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>Level 2 with support (including modeled sentences),</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p> <p>Level 3 with support (including modeled sentences),</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written informational texts • develop the topic with a few details <p>about familiar texts, topics, or events.</p> <p>Level 4</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts

	<ul style="list-style-type: none"> • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful <p>about a variety of texts.</p>
SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	No ELP Standard

<h3>Essential Questions</h3> <p><i>Students will keep considering:</i></p> <p>Whole Year</p> <p>How does closely reading literature from around the world give us new perspectives?</p> <p>How will being effective writers help us in the “real world”?</p> <p>Quarter 4</p> <p>How do we use evidence and research to support our argument?</p> <p><i>Post Essential Questions in room and refer to often throughout unit. The essential questions should be the drivers of the unit.</i></p>	<h3>Understandings</h3> <p><i>Students will understand that:</i></p> <ol style="list-style-type: none"> 1. Authors use their work to reflect or advance a particular point of view. 2. Effective arguments: <ol style="list-style-type: none"> a. develop claims and counterclaims fairly. b. use sufficient evidence and valid reasoning. c. anticipate audience’s knowledge and bias. d. address the counterclaim(s). e. maintain an objective tone. 3. Effective researchers: <ol style="list-style-type: none"> a. generate and attempt to answer research questions. b. narrow or broaden search when needed. c. use authoritative sources and advanced searches. d. synthesize multiple sources on the subject. e. avoid plagiarism. 4. Digital media can be strategically used to enhance understanding and add interest.
<h3>Knowledge</h3> <p><i>Students will acquire knowledge of:</i></p> <ul style="list-style-type: none"> • Research <ul style="list-style-type: none"> ○ plagiarism ○ advanced search ○ authoritative source ○ academic search engine 	<h3>Skills</h3> <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify the original source such as a myth, a folktale, or a Bible story the author adopts or adapts in the work being studied, examining how and why the author changes the original source to meet the needs of the

<ul style="list-style-type: none"> ○ Works Cited ○ synthesize/synthesis ● Argument <ul style="list-style-type: none"> ○ Rhetoric/Rhetorical ○ Claim ○ Counterclaim ○ Supporting Evidence ○ Reasoning 	<p>current text (RL 9).</p> <ol style="list-style-type: none"> 2. Examine specific claims or arguments of the text, paying special attention to the rationale, credibility, and adequacy of the evidence presented throughout by the author. In addition to assessing the integrity and quality of the argument, readers also assess claims and reasoning for their veracity and logic, identifying those which are simply not true or are weakened by flaws in their logic (RI 8). 3. Analyze how specific landmark United States documents of great historical and literary importance treat certain common themes and ideas (e.g., liberty, justice, independence), including those choices authors made in light of their purpose, the occasion, and the audience at that time (RI.9). 4. Craft arguments to support claims, analyzing complex texts or topics, and support with sound reasoning and evidence that is appropriate and adequate (W 1). <ol style="list-style-type: none"> a. Begin by introducing a specific claim(s), which should be precise and distinct from other competing claims(s), establishing an organizing structure that clarifies the relationship between various claim(s), counterclaims(s), reasons, and evidence. b. Examine the claim(s) and counterclaims without bias, pointing out the strengths and weaknesses of both sides in response to readers' forthcoming objections. c. Choose words, phrases, and clauses that connect ideas, improve cohesion, and explain the relationships between the claims(s) and reason, reasons and evidence, and claim(s) and counterclaims. d. Accomplish all the proceeding through writing that is formal and objective in style and tone, and follows those rules and established for different types of writing in each discipline. e. Create for the reader a conclusion that states their key ideas and supports their argument in a way that logically follows from all they
---	---

	<p>said prior to the conclusion.</p> <ol style="list-style-type: none"> 5. Investigate topics, problems, or questions posed by others or generate themselves as part of a short or a more extended research project, limiting or extending the scope of their inquiry as needed. Students examine different sources or perspectives on the subject, first showing they understand, then synthesizing those different sources about the topic they are investigating (W. 7). 6. Search for and collect credible, useful information from a range of established sources, including print and digital, observations and interviews, evaluating a source's value based on its authority and relevance to the question students are trying to answer or the problem they are trying to solve. Students then incorporate the information from their sources into their paper or report, selecting and arranging this information to maintain the flow of the text and its ideas and citing all their sources correctly according to the established format so they avoid plagiarism (W. 8). 7. Examine a variety of visual, quantitative, oral, mixed media sources in various formats, determining in the process how credible and accurate each source is. Students then integrate the information from these sources and various media formats into a presentation, composition, or class discussion about the topic they are studying (SL. 2). 8. Scrutinize the speaker's message and the point of view from which that message is conveyed, taking into consideration what biases, values, or assumptions shape the speaker's message and logic behind the speaker's ideas and claims (SL 3). 9. Examine how the speaker uses rhetoric in the service of any arguments or ideas (SL 3). 10. Deliver presentations in clear and concise language that highlights key details, results or supporting evidence in a logical way, revealing to the audience the thinking and structure of those ideas whose substance the speaker embellishes in a style chosen for that purpose, audience, and task (SL. 4).
--	--

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 Assignment

Students will choose one of the prompts below to focus on for the assignment. They will formulate a response that includes a valid claim, strong textual evidence, and sound reasoning. In addition to the informational texts that are provided in the packets, students will research and include their own outside sources. Students will then create a digital media presentation that synthesizes information and presents their argument to the class (i.e. a digital "essay"). This assignment is meant to be completed, in part, in a digital and self-paced learning environment; the following [Google Classroom](#) (shared only with Springdale ELA teachers) has been designed to facilitate the process.

- **Beauty** ([Beauty Synthesis Packet](#))

Many people regard physical beauty as a highly valued attribute, often associating it with ideals such as goodness, love, and truth. But some people suggest that beauty can be a deceptive mask, a surface condition that hides a person's authentic self. Do our images of beauty obscure its true character, or is its true character not an issue.

Using three to five sources for support, articulate and argue for a viable definition of beauty, explaining how, based on that understanding, people ought to regard human beauty.

- **War** ([War Synthesis Packet](#))

From its earliest time, human history recounts wars among its civilizations. Wars were, and still are, typically accompanied by arguments for and against waging them. Many have justified war; many have lamented its consequences.

Using three to five sources for support, develop a position in response to the following question: is war part of an effort toward its eventual eradication or is it an inevitable element of human existence?

- **Boxing** ([Boxing Synthesis Packet](#))

Despite its dangers, boxing has for many years and in many cultures attracted enthusiastic participants and fans. Clearly, boxing appeals to many people. But many others object to boxing, believing that it is not only dangerous but also savage, and crosses the boundary that distinguishes sport from violence. What place does boxing have in human culture? Is boxing a viable athletic pursuit and public entertainment? Or is boxing a brutal enterprise that should no longer be sanctioned?

Using three to five sources for support, take a position that [defends, challenges, or qualifies](#) the claim that boxing should be banned.

- **Genes** ([Genes Synthesis Packet](#))

Genetic engineering has provoked controversy across the globe. Some people argue that such activity manipulates nature and poses serious threats to humanity. Others, however, believe that genetic engineering offers boundless and unforeseen benefits to humanity. What should be the limits of genetic engineering?

Using three to five sources for support, take a position that defends, challenges, or qualifies the claim that genetic engineering undermines rather than enhances the promise of humanity.

- **Digital Learning Medium:** [Google Classroom](#)
- **Examples of Final Product:**
 - [What is Beauty? - Piktochart](#)
- **Rubric:** [Research Presentation Rubric](#)
- **Language Supports:**
 - [10th Grade Q4](#)
 - [Argument Writing Template](#)

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.

Language Support

Throughout the suggested timeline, the following badge is placed next to activities and assessments which include language scaffolds and/or structured talk routines to support language development.



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 1-2



Note: Prior to Lesson #1, teachers will want to give an overview of the Stage 2 Common Assignment and expectations for digital, self-paced learning in the quarter. Students should first be given access to the synthesis packets via Google Classroom, but they may also need hard copies so they can highlight key components of the packet and annotate the texts. For example, teachers might have students X through sections that do not pertain to this assignment (e.g. some of the “Directions” tell students to write a timed essay) and highlight sections that are most important (e.g. the “Assignment” portion that contains the actual prompt). **Lesson #1 starts with the assumption that students have a general understanding of the Common Assignment.**

Lesson #1

Focus Standards - RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Focus Standards - RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

1. Analyzing Arguments and Claims in Texts

- **Learning Objective:** Students will be able to:
 - Analyze the claim, textual evidence, and reasoning in informational text by using close reading strategies and writing an ICE response.
 - Build the knowledge and skills necessary to analyze and write arguments for the research project/presentation.
- **Activities:**
 - Teachers take students through a [Close Analysis and ICE Response](#) of texts in the packets. Teachers select one from the [Beauty Synthesis Packet](#), [War Synthesis Packet](#), [Genes Synthesis Packet](#), and [Boxing Synthesis Packet](#). 
 - Focus - Teachers first read one of the texts aloud and model how to complete a close analysis and ICE response.
 - Guided Instruction - Teachers read and analyze a different text together as the class.
 - Collaborative - Students read and analyze a different text together in pairs/groups.
- **Check for Understanding:**
 - Students independently complete and submit a [Close Analysis and ICE Response](#) (via Google Classroom) on one of the remaining articles from the packet (they should select the topic they are most interested in for the project). 

Lesson #2

Focus Standard - W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Focus Standard - W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

2. Researching and Gathering Information

- **Learning Objective:** Students will be able to:
 - Conduct research to answer a question/prompt and synthesize multiple sources in order to understand the topic under investigation.
 - Gather relevant information from authoritative sources, assessing the usefulness of each source in answering the research question and avoiding plagiarism by documenting information for Works Cited page..
- **Activities:**
 - At this point, students should be clear about the following information:
 - They can choose the beauty or war topic.
 - They must use 3-5 sources to support their argument.
 - At least 1-2 sources must come from packet.
 - At least 1-2 sources must come from outside source.
 - **Students must do independent research to find outside sources.**
 - **Students may not be required to write a full essay, but their work and presentation will address all the elements of argument writing (claim, counterclaim, textual evidence, commentary/reasoning).**
 - Teachers take students through understanding what a good researcher does by going over this [Research Skills Self-Assessment](#) and explaining what each criteria will look like in action.
 - Teachers familiarize students with the [Checklist and Pacing for Research Project](#).
 - Teachers give recommended due dates for each section of the checklist. They may want to give “tight” and “loose” due dates so students have some control over pacing but not enough to get far behind.
 - Students are expected to keep up with this checklist and to use it as a guide for pacing and work.
 - Students use the [Q4 Research Process Notes](#) to generate research question, document Works Cited information for each outside source, and compile notes.
 - Students are encouraged to use academic search engines (e.g. Google Scholar, Google advanced search, Arkansas State Library/EbscoHost, [12 Fabulous Academic Search Engines](#)).
 - Teachers show the difference between a regular search engine and an academic search engine.
 - Teachers give example of key words and phrases and model how to use advanced searches to show how students can research efficiently.
 - If students want to use an outside source that is not a scholarly/academic, they should complete the [Evaluating a Website](#) sheet first to make sure it is an authoritative source on the subject.
 - Student are given time, in and out of class, to research and gather information from outside sources.
- **Check for Understanding:**

- Since the self-paced portion of the assignment now begins, teachers take time each week to conference with each student 1 on 1. They keep up with students' progress and write notes for next steps on this [Teacher Conference Tracker](#). It is important that teachers give specific and timely feedback to students.
- Students may be asked to do a [Close Analysis and ICE Response](#) on their selected outside sources to "assess the usefulness of each source in answering the research question" and supporting their argument.
- Students work is also done on Google Docs and is regularly checked via Google Classroom.



Suggested Timeline - Weeks 3-5

Lesson #3

Focus Standard - RL.10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.

Focus Standard - RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

3. Arguments in Literature

- **Learning Objective:** Students will be able to:
 - Analyze the point of view (i.e. the author's claim) and cultural experience reflected in a work of literature from outside the US by completing a HIPP analysis.
- **Suggested Texts:**
 - *Antigone* by Sophocles
 - **Summary:** *Antigone*, written in 441 B.C., is chronologically the last of the Theban plays (following *Oedipus the King* and *Oedipus of Colonus*). Antigone defies King Creon's laws by burying her brother, which leads to a series of tragic events.
 - *Taming of the Shrew* by Shakespeare
- **Activities:**
 - See specific activities below for studying each text in class.
 - Teachers may use the close reading strategy and scaffold of [Chunking Text](#) (template provided) for particularly difficult or important parts of the text.
 - This template can be shared via Google Classroom and/or completed via Google Docs.
 - Students complete a [HIPP Analysis](#) over the work in collaborative groups.
- **Check for Understanding:**
 - Students use their HIPP Analysis to write a brief response to the following question: How did the author use their work to make an argument about human nature or society?



- **Antigone Activities:**
 - **Ancient Greek Theatre Background:**
 - **Note:** Although “theater” is the preferred spelling in modern American English, most of the world, including Greece, spells it “theatre.” There is also the distinction that “theatre” specifically refers to a drama venue (as opposed to a movie theater). Both spellings may be seen in texts, videos, and handouts.
 - Video clip: [Discovery Channel on Ancient Greek Theatre](#) (5:13)
 - Notes: [Ancient Greek Theater Notes](#)
 - Video clip: [Chorus chanting an ode](#)
 - Students could T-P-S the differences and similarities between modern American movie theaters and the ancient Greek theatre.
 - **Oedipus Myth and Sophocles’ Theban Tragedies Background:**
 - **Note:** The story of Oedipus would have been common knowledge and of high interest to Sophocles’ audience, but most students will need to build background on the first two Theban plays in order to grasp and find interest in the characters’ situations and Sophocles’ interpretation of the Greek myth in *Antigone*.
 - Teachers show students Brodowski’s painting [Oedipus and Antigone](#) (1828).
 - Students silently list observations and questions they have in studying the painting.
 - They discuss their list with a small group. If needed, some guiding questions might include:
 - What do you observe about the man’s physical appearance?
 - What do their style of clothes suggest to you?
 - What do you think their relationship is?
 - What is the tone of the painting? How does the painter create that tone?
 - If you could write a “thought bubble” over each character, what would it say?
 - What appears to be MOST emphasized in this painting? Explain.
 - Teachers briefly go over the [Oedipus myth](#) with students so that they understand the story comes from ancient oral tradition and was even written about in Homer’s *Odyssey* (students read this in 9th grade) centuries before Sophocles turned it into plays. The myth has endured and is still alluded to frequently in modern times. As they examine some or all of the following (time permitting), the teacher should guide students in identifying what details of the Oedipus myth are being emphasized or recreated.
 - This [Schmoop video](#) (3:00) gives a comical, animated summary of *Oedipus the King*.
 - This [Oedipus the Movie](#) (8:34) recreates the story using vegetables (Oedipus is a potato, King Laius is broccoli, and Jocasta is a tomato; teachers should view first and use discretion as there is PG-13 vegetable content).
 - Students closely read a key scene from one of the first two plays, such as parts of this [excerpt](#).
 - Political/Comical cartoons that depict Oedipus myth:
 - [Oedipus](#)

- [Mum Tattoo](#)
- [“Edible” Complex](#) based on [Sigmund Freud's Oedipus Complex](#)
- [Oedipus and the Sphinx Painting](#) by Moreau (1864) portrays Oedipus’ meeting with the sphinx at the crossroads between Thebes and Delphi where he must answer the riddle: "What walks on four feet in the morning, two in the afternoon and three at night?"
- **Reading and Analyzing *Antigone***
 - These [Google Slides](#) prepare students for reading *Antigone* by taking them through a quick explanation of Antigone’s (strange and confusing) family tree.
 - Students can draw and label the family tree in their notebook for reference while reading the play.
 - Teachers should also have them practice pronouncing the names correctly so they are more accurate and fluent when reading *Antigone* aloud (for example, it is ann-TIG-uh-knee). Here is a [pronunciation guide](#) for the play.
 - While students read, they take note of the various [allusions to Greek mythology](#) in *Antigone*.
 - What role do the gods and goddesses play?
 - How does Sophocles transform and draw on the Oedipus myth?
 - Have them consider the use of the blind prophet Tiresias.
 - This [handout](#) outlines key points of Aristotle’s Poetics in student-friendly language and can be used to study the theory of tragedy as a literary genre.
 - Students should be assigned character roles and engage in a Reader’s Theater approach to reading and listening to the play in the classroom.
 - Reader’s Theater is a style in which the actors do not have to memorize their lines. Actors use only vocal expression to help the audience engage in and comprehend the story (rather than visual storytelling with sets, costumes, etc.).
 - Reader’s Theater is usually more effective if students understand the personality traits of the character they are reading. Knowing that Antigone is a strong-willed female and Creon is a prideful king, for example, will help students to inflect their voices appropriately.
 - Students could be asked to recite the odes in unison to simulate the chorus’ role in Greek performances (see [example](#)); however, teachers could choose to skip over the Odes in the play so that most of the reading and analysis is spent on the Acts. Students may be asked to examine one (or more) of the Odes to discuss their structure, purpose, and how they would be used in an actual stage performance.
 - Discussion questions and exit slip prompts:
 - Based on her statements and actions, do you consider Antigone to be a criminal or a hero? Support your answer with textual evidence from the play.
 - Do you side with Antigone or Ismene? Why?
 - At the end of the play, decide whether you think Antigone and/or Creon should be deemed the play’s tragic hero. What is

his/her tragic flaw? Justify your answer using the [characteristics of a tragic hero](#).

- How can Antigone's message and themes change depending on who is performing it, where, for what purpose, etc? For example, why would *Antigone* be an important production by French people under Nazi rule? Is the play timeless?
- Students engage in a [structured student talk](#) routine where they analyze the author's argument, particularly what he says about pride and laws (man's law v. the gods' laws).



- ***Taming of the Shrew* Resources and Activities:**

- **Resources:**

- The [Taming of the Shrew Advanced Placement Teaching Unit](#) provides questions and activities for analyzing the language and literary elements in the play.
 - The [Taming of the Shrew: Signet Classic Teacher's Guide](#) provides overviews, commentary, questions, and activities.
 - The following [Shakespeare in the Ruins](#) provides a variety of group activities and teacher notes and questions for the play.

- **Activities:**

- Students activate prior knowledge before starting the play by [Analyzing the Title / Defining the word Shrew](#).
 - Students are assigned roles to read aloud and/or perform Acts from the play in class.
 - Students work through this [Interpretation Handout](#) and/or [Finding the Pun](#).
 - Students can complete this [Graphic Organizer on Farce](#).
 - Students view a clip(s) from the film *10 Things I Hate About You* and write a claim about whether or not the movie is based on *Taming of the Shrew*. Students must support their claim with evidence from both the play and the film.
 - Students engage in a [structured student talk](#) routine where they analyze the author's argument, particularly what he says about gender roles and facades.



Suggested Timeline - Week 6

Lesson #4

Focus Standard - W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1.B: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1.C: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1.D: 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.9-10.1.E: Provide a concluding statement or section that follows from and supports the argument presented.

Focus Standard - SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

4. Writing an Argument

- **Learning Objective:** Students will be able to:
 - Write well-developed arguments to support claims using sufficient textual evidence and valid reasoning by completing all boxes on an argument graphic organizer.
 - Integrate credible and accurate information from research to support claims.
- **Activities:**
 - Students go through the slides on [Writing an Argument](#).
 - They could create Cornell Notes on the most important information from each slide.
 - Students decide what sources and information (both from their packet and research) will best support their argument. They synthesize the information to help develop their argument.
 - Students may look over their Close Analysis and ICE Responses to pull ideas and textual evidence.
 - Students should note all information needed for an MLA Works Cited page. They should keep up with info [on this document](#).
 - Teachers model how to complete the [Argument Graphic Organizer](#) by filling it out on a different topic/prompt. They may do a think aloud and explain how they ensure they are addressing all the criteria on the [Argument Rubric](#).
 - Students complete this [Argument Graphic Organizer](#). The content from this organizer will be put into their presentation.
 - The [ELL Language Support for 10th Grade Q4](#) and [Argument Writing Template](#) can provide additional language scaffolds for students in developing their arguments.
- **Check for Understanding:**
 - Teachers may want students to use their graphic organizer to write an in-class argument essay.
 - Students and/or teachers score the graphic organizer or essay to ensure it meets the criteria on the [Argument Rubric](#).
 - Teachers continue to monitor each student's progress and write notes for next steps on this [Teacher Conference Tracker](#). It is important that teachers give specific and timely feedback to students.



Suggested Timeline - Week 7-9

Lesson #5

Focus Standard - SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Focus Standard - SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Focus Standard - SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

4. Presenting an Argument Using Digital Media

- **Learning Objectives:** Students will be able to:
 - Make strategic use of digital media in presentation to enhance understanding and add interest by using online tools/resources to deliver argument.
 - Present information, findings, and supporting evidence to the class in a clear, concise, and logical way by using the argument graphic organizer to create presentation.
 - Evaluate speaker's point of view, reasoning, and use of evidence by completing completing form after peers' presentations.
- **Activities:**
 - Teachers go over the criteria on the [Research Presentation Rubric](#) so students know how they will be assessed.
 - Students look at a variety of [digital media presentation ideas](#) for their presentation.
 - Teachers may want to provide examples or tutorials of some of the tools and sites.
 - Example: [What is Beauty? - Piktochart](#)
 - Student get approval from teacher on what digital medium they will use.
 - Students create digital presentation that informs the audience of their claim, textual evidence, and reasoning in an interesting/engaging way.
 - Students revise and edit presentation.
 - They practice going through it with peer or parent.
 - Students include Works Cited page on presentation or submit copy to teacher.
 - Depending on the types of digital media use, teachers might want to arrange a "gallery walk" before/after the formal presentation.
 - For example, students who created Piktocharts might print theirs out or leave it up on a computer screen for their peers' to view closely.
- **Check for Understanding:**
 - Students present their digital media argument to the class.
 - They are scored by the teacher using the [Research Presentation Rubric](#).
 - Students evaluate each presentation, both their peers' and their own, using the [Presentation Evaluation](#).



- If teachers wanted to take the technology and publication process further, students could upload their presentations to a site (e.g. youtube) for others to view and respond to.