

CP Eng. 11: MP3

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 2**
Length: **9 weeks**
Status: **Published**

Overview:

UNIT GOALS, ESSENTIAL INQUIRY

- How is power divided in America? Who wields it, and why? How have the answers to these questions changed over the course of history?
- How can power be used effectively? Morally? Strategically? Selfishly?
- How is power gained or lost? How do power dynamics shift, and when are those shifts beneficial (or not)?
- How have these historical power dynamics influenced America today in terms of racial conflict? Gender roles? Economic disparities?
- writing skills: continue focus on structuring non-traditional essays; verb choice; passive vs active verbs; parallel structure; concision & clarity; narrative writing: selecting powerful details and relaying multiple perspectives effectively
- reading/analysis skills: annotation, quote analysis, making thematic connections among texts & contemporary events

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| CCSS.ELA-Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCSS.ELA-Literacy.CCRA.W.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

Student Learning Objectives: Students will be able to . . .

- Understand the cultural forces which created Twin's perspective, Huck's perspectives, and Jim's perspectives in the text; understand the reasons the end of the book is so seemingly bleak and difficult to resolve
- Understand how the legacy of the cultural forces in Huck Finn manifest in contemporary society; begin to suggest ways in which power dynamics can be shifted in contemporary society to help alleviate some of that legacy
- Understand how language and censorship affect perception

-revise verb choice for precision and concision

-identify and remove wordy and redundant passages from their own writing

-craft a narrative that effectively represents two characters with differing points of view and positions of power

Common Core State Standards

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| LA.11-12.CCSS.ELA-Literacy.L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.11-12.CCSS.ELA-Literacy.L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| LA.11-12.CCSS.ELA-Literacy.L.11-12.1a | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| LA.11-12.CCSS.ELA-Literacy.L.11-12.1b | Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. |
| LA.11-12.CCSS.ELA-Literacy.L.11-12.3a | Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.2 | 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. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.5 | 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. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.1a | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.1b | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner |

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| | that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.1c | Use words, phrases, and clauses as well as varied syntax 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. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.1e | Provide a concluding statement or section that follows from and supports the argument presented. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.2a | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.2b | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.2c | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.2d | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.2e | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.2f | 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). |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.3a | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.3b | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.3c | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.3d | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| LA.11-12.CCSS.ELA-Literacy.W.11-12.3e | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| LA.11-12.CCSS.ELA-Literacy.RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.11-12.CCSS.ELA-Literacy.RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| LA.11-12.CCSS.ELA-Literacy.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.11-12.CCSS.ELA-Literacy.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.11-12.CCSS.ELA-Literacy.RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, |

and engaging.

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| LA.11-12.CCSS.ELA-Literacy.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| LA.11-12.CCSS.ELA-Literacy.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| LA.11-12.CCSS.ELA-Literacy.RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). |
| LA.11-12.CCSS.ELA-Literacy.RI.11-12.9 | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| LA.11-12.CCSS.ELA-Literacy.RI.11-12.10a | By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| LA.11-12.CCSS.ELA-Literacy.RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.11-12.CCSS.ELA-Literacy.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.11-12.CCSS.ELA-Literacy.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| LA.11-12.CCSS.ELA-Literacy.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. |
| LA.11-12.CCSS.ELA-Literacy.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| LA.11-12.CCSS.ELA-Literacy.RL.11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| LA.11-12.CCSS.ELA-Literacy.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. |
| LA.11-12.CCSS.ELA-Literacy.RL.11-12.9 | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |
| LA.11-12.CCSS.ELA-Literacy.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| LA.11-12.CCSS.ELA-Literacy.SL.11-12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| LA.11-12.CCSS.ELA-Literacy.SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |

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| LA.11-12.CCSS.ELA-Literacy.SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| LA.11-12.CCSS.ELA-Literacy.SL.11-12.1a | 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. |
| LA.11-12.CCSS.ELA-Literacy.SL.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| LA.11-12.CCSS.ELA-Literacy.SL.11-12.1c | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| LA.11-12.CCSS.ELA-Literacy.SL.11-12.1d | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

21st Century Themes and Skills

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| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Interdisciplinary Connections

History: see American political documents noted below

Philosophy: see documents noted below

Contemporary non-fiction: see documents listed below

Learning Activities

Activities

Class discussions and debates about "Huck Finn"; teacher made inquiry sheets and analysis activities

Analysis of thematic passages from "Huck Finn"

Thematic analysis of historical documents & contemporary issues

Examination of "The Cherry Hill" model of teaching "Huck Finn" and why it emerged

Skill lessons: verb choice, active vs passive verbs, parallel structure, and concision.

Writing process: outlining, drafting self and/or peer edit, revisions

Pacing Guide

Concision skills & work: 1.5 weeks

"Huck Finn" and the Cherry Hill Model Resources 6.5 weeks

Summative Asesement

Unit reflection essay on the novel and the Cherry Hill Model