

# 2017 Unit 3 Research Simulation Analysis Task

Content Area: **English**  
Course(s): **English I, Language Arts Literacy**  
Time Period: **January**  
Length: **9 weeks**  
Status: **Published**

## **Enduring Understandings**

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The ability to read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The ability to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

The ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text.

The ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

The ability to analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The ability to read and comprehend complex literary and informational texts independently and proficiently with scaffolding when necessary.

The ability to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

The ability to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

The ability to draw evidence from literary or informational texts to support analysis, reflection, and research.

The ability to 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.

## **Essential Questions**

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How can I cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text?

How can I determine a theme or central idea of a text and analyze its development over the course of the text,

including its relationship to the characters, setting, and plot; so that I can provide an objective summary of the text?

How do I determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts?

How can I compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style?

How do I write arguments to support claims with clear reasons and relevant evidence?

How do I introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically?

How do I support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text?

How do I use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence?

How do I establish and maintain a formal style?

How do I provide a concluding statement or section that follows from and supports the argument presented?

## **Standards/Indicators/Student Learning Objectives (SLOs)**

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

## Lesson Titles

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### Black History

Harriet Tubman and the Underground RR- slavery, civil war

Martin Luther King Jr. and the Civil Rights Movement

Brown vs. BOE, Thurgood Marshall, the landmark court case to end Segregation

The Baker Heater League - the history of the Pullman Porter, union workers

11:59 - Pullman Porters, Railroad

Maya Lin- The Design of Vietnam War Memorial, architecture, design contest

Biography Project

## 21st Century Skills and Career Ready Practices

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CAEP.9.2.8.B	Career Exploration
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## Inter-Disciplinary Connections

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SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to
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SOC.6.1.8.B.1.a

make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

## **Anticipatory Set**

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warm up

relevant vocabulary

journaling/brainstorming

video clips

intro to author

scenarios

artifacts, examples

webbing, four square

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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Reading text book selections

reading and connecting related materials - articles, etc.

working with related vocabulary

various worksheets

audio and video connections - MLK speech, Thurgood Marshall video, whippoorwill audio, diagram of Pullman Train, Railroad and other legends

maps of UGRR routes, map for Pullman trains, map for civil war

projects

essays - Research Analysis Task - PARCC practice

## **Modifications**

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## **Formative Assessment**

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homework

classwork

exit ticket

quiz

journaling

think/pair/share

thumbs up/thumbs down

kahout

answer garden

discussion

## **Summative Assessment**

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multiple choice test

essay

selection test

unit test

project

slide show

presentation

## **Resources & Materials**

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textbook selection

additional readings

video

poetry

articles

worksheets