

Semester 1, Unit 4: Reframing a Text, Making New Connections

Content Area: **Language Arts**
Course(s): **English 4A**
Time Period: **Semester 1**
Length: **2 - 4 weeks**
Status: **Published**

Standards

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| LA.L.11-12 | Language |
| LA.L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.11-12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| LA.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.11-12.2.A | Observe hyphenation conventions. |
| LA.L.11-12.2.B | Spell correctly. |
| LA.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.L.11-12.3.A | Vary syntax for effect, apply an understanding of syntax to the study of complex texts. |
| LA.L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. |
| LA.L.11-12.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.11-12.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |
| LA.L.11-12.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| LA.L.11-12.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| LA.L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.L.11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| LA.L.11-12.5.B | Analyze nuances in the meaning of words with similar denotations. |
| LA.L.11-12.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound |

reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- LA.W.11-12.1.C Use transitions (e.g., words, phrases, 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.
- LA.W.11-12.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- LA.W.11-12.1.E Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- LA.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.W.11-12.2.A 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.W.11-12.2.B 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.W.11-12.2.C 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.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- LA.W.11-12.2.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- LA.W.11-12.2.F Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- LA.W.11-12.3.A 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.W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- LA.W.11-12.3.C 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.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- LA.W.11-12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- LA.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- LA.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LA.W.11-12.7 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.

- LA.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- LA.W.11-12.9.B Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).
- LA.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.
- LA.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.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.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.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.
- LA.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.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.RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global 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., *The Federalist*, presidential addresses).
- LA.RI.11-12.9 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- LA.RI.11-12.10b By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
- LA.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections 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.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.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).

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| LA.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. (e.g., Shakespeare as well as other authors.) |
| LA.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.RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| LA.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. (e.g., Shakespeare and other authors.) |
| LA.RL.11-12.8 | (Not applicable to literature) |
| LA.RL.11-12.9 | Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. |
| LA.RL.11-12.10a | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| LA.RL.11-12.10b | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |
| LA.SL.11-12 | Speaking and Listening |
| LA.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| LA.SL.11-12.1.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. |
| LA.SL.11-12.1.B | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. |
| LA.SL.11-12.1.C | 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.SL.11-12.1.D | 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. |
| LA.SL.11-12.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| LA.SL.11-12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| LA.SL.11-12.5 | 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. |
| LA.SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal |

English when indicated or appropriate.

Comprehension and Collaboration

Knowledge of Language

Conventions of Standard English

Presentation of Knowledge and Ideas

Enduring Understandings

The following enduring understandings, essential questions, and associated knowledge and skills focus on the texts listed below under "additional resources." When planning for this unit, teachers may focus instruction on these texts and/or other thematically related texts included in the anthology *Patterns for College Writing: A Rhetorical Reader and Guide*, 15th ed. (Kirsznner and Mandell).

Student will understand the following:

Fear can motivate individuals to act in ways that cross currents with their normal reaction.

People have prejudices.

People of color, and especially Black men, may develop a "double-consciousness," an awareness of oneself in the world that other people may not have to contend with.

Stereotypes persist despite progress to diminish their effect on individual lives.

Creating personas is something we do to ourselves and others do to us.

People without economic or social power find other modes to express agency and control.

Society sometimes creates and fosters the social injustices it decries.

Reading, writing, and thinking develop over time and require much practice.

Writers strengthen their work by responding to authentic, individualized feedback from an audience of peers and from the instructor.

Essential Questions

How do individuals who experience the negative effects of racial prejudice cope with constant, fearful judgement?

How do communities who live knowing their mere existence induces fear in others maintain a sense of sanity and good will to those who prejudge them?

Where do racial stereotypes, specifically about young Black men, originate and why do they remain prevalent

today?

Should one limit one's sense of freedom, movement, and expression so others may feel comfortable?

Can we confidently say liberty and justice exist in equal measure for all citizens of the United States and those living in the United States?

How can I engage complicated ideas from the assigned text(s) through close reading, exploratory writing, and discussion?

How can I develop a complex, original thesis to focus my writing?

How can I use transitions, topic sentences, and other structural signposts to maintain a progressive development of ideas throughout the paragraphs of my essay?

How can I use multiple forms of feedback from my peers and from my instructor to strengthen the overall quality of my writing in terms of focus, organization, development, depth of thought, and overall presentation?

How can I proofread and revise my writing to strengthen sentence precision and clarity?

Knowledge and Skills

Students will be able to empathize with Brent Staples' experience.

Students will be able to explain the nature of Staples' metaphor of the hiker's cowbell.

Students will explore the nature of violence and racial stereotypes.

Students will explore the "male romance with the power to intimidate" and what it means to be a "tough guy."

Students will look closely at the line, written in 1986, that says, "Black men trade tales like this all the time" in context of the Black Live Matter Movement, begun in 2013.

Students will contemplate Staples' choice of melody.

Students will acknowledge the potential peril some people of color face in what are ordinary activities for many white people.

Students will trace patterns in experience expressed through Tan, Gates Jr, Diaz, and Staples' essays.

Students will examine themes and linguistic motifs that reveal themselves when the texts are viewed collectively.

Students will engage complicated ideas from the assigned text(s) through close reading, exploratory writing, and discussion.

Students will formulate complex, original thesis sentences to focus their writing.

Students will establish and maintain a progressive development of ideas throughout the paragraphs of their essay by using transitions, topic sentences, and other structural signposts.

Students will provide and receive feedback focused on improving the overall quality of their writing through

revision.

Students will develop techniques for making sentence-level revisions that strengthen the overall clarity of their writing.

Additional Resources

"Mother Tongue" by Amy Tan

"What's in a Name?" By Henry Louis Gates

"The Money" by Junot Diaz

"Just Walk on By" by Brent Staples

Patterns for College Writing: A Rhetorical Reader and Guide, 15th ed. (Kirszner and Mandell).

Transfer Goals

Students will be able to synthesize texts according to thematic and rhetorical patterns.

Students will be able to formulate claims and establish clear patterns of reasoning when developing ideas.

Students will be able to write an essay in which they synthesize ideas from multiple texts.