

Honors: Research Paper 2

Content Area: **English Language Arts**
Course(s): **English Literacy 2, Language Arts Literacy II Honors**
Time Period: **3rd Marking Period**
Length: **2 weeks**
Status: **Published**

Unit Overview

Students will write a literary paper evaluating the use of rhetoric in *Julius Caesar*. The secondary source information will be provided and students must formulate a paper using the selected articles. The literary analysis will follow MLA guidelines and be submitted through Turn-it-in.

Transfer

Students will be able to independently use their learning to...

- Research a Literary Topic
- Compile and analyze information
- Develop source cards for compiled information
- Develop note cards to assist in writing the paper
- Compose a rough draft
- Use communication skills to conference with teacher and peers
- Draft a Works Cited page in proper MLA format
- Compose a research paper according to MLA format

Meaning

Understandings

Students will understand...

- The importance of researching and writing a paper
- What inferences should they make/grasp/realize
- Proper MLA format
- The purpose of source/note cards
- The concept of writing a research paper

Essential Questions

Students will consider...

- What is the process of developing a research paper according to MLA format?
- What is the proper ratio between fact and opinions in a research paper?
- What are the components of an effective thesis statement?

Application of Knowledge and Skill

Students will know...

Students will know...

- How to effectively use the Library Media Center to look for literary criticisms and other resources
- How to navigate databases to find literary criticisms and other resources
- How to successfully cite in MLA format both on a Works Cited page and parenthetically
- How to draft a rough draft in a logical organized order
- How to edit and peer edit drafts to develop a final copy

Students will be skilled at...

Students will be skilled at...

- Utilizing the components of the writing process
- Analyzing and revising writing to improve style, focus and organization
- Distinguishing between fact and fiction statements
- Creating properly balanced paragraphs
- Reading and identifying properly written thesis statements
- Writing an effective thesis statement with a topic and claim
- Citing sources in MLA format

Academic Vocabulary

Academic Vocabulary should be vocabulary words that apply specifically to the research paper that students will need to understand in order to complete all components of the paper. Terms students should know are:

- MLA Format
- Citation
- Works Cited
- Source Cards
- Note Cards
- Rough Draft
- Literary Analysis

Learning Goal 1

By the end of this unit, students will be capable of taking notes independently, paraphrasing, direct quoting and citing research material to be used in a literary research paper.

Objective 1 - How to research--Levels 3 and 4

SWBAT:

- Determine valid and credible resources
- Evaluate and document sources
- Notice and apply meaning to symbolic representations in a literary work
- Use a variety of research tools to reach a conclusion on the literary work of choice

LA.RL.9-10.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.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 and provide an objective summary of the text.

LA.RI.9-10.10b

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

LA.W.9-10.1.B

Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge

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| | level and concerns. |
| LA.W.9-10.1.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.9-10.1.E | Provide a concluding paragraph or section that supports the argument presented. |
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.9-10.5 | 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.9-10.6 | Use technology, including the Internet, to produce, share, 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. |
| LA.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. |
| LA.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 (MLA or APA Style Manuals). |
| LA.W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. |
| LA.W.9-10.9.A | Apply grades 9–10 Reading standards to literature (e.g., “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 mythology or the Bible or how a later author draws on a play by Shakespeare]”). |
| LA.W.9-10.10 | 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.9-10.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. 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. |

Objective 2 - MLA format - Levels 3 and 4

SWBAT:

- Create and utilize in-text citation
- Adhere to MLA formatting guidelines
- Ensure that the in-text citations correspond to the works cited page

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| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
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| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.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 (MLA or APA Style Manuals). |
| LA.W.9-10.10 | 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. |

Objective 3 - Create organizational tools(note cards, outlines)--Levels 3 and 4

SWBAT:

- Identify and demonstrate effective note taking skills

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| LA.W.9-10.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, 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. |
| LA.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. |
| LA.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 (MLA or APA Style Manuals). |
| LA.W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. |

Learning Goal 2

Students will utilize the research and notetaking skills they have developed to compose a literary research paper. Students should properly cite in MLA format both on a Works Cited page and parenthetically to ensure that plagiarism is avoided.

Objective 4 - The writing process--Level 3

SWBAT:

Compile and compose an organized, well developed final paper.

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| LA.W.9-10.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda |
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devices, and using sound reasoning, 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.

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| LA.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. |
| LA.W.9-10.2.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.9-10.2.F | Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| LA.W.9-10.5 | 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.9-10.9.A | Apply grades 9–10 Reading standards to literature (e.g., “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 mythology or the Bible or how a later author draws on a play by Shakespeare]”). |
| LA.W.9-10.10 | 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. |

Summative Assessment

Final Research Paper

21st Century Life and Careers

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Formative Assessment and Performance Opportunities

- Class Discussion
- Conferencing

- Drafting
- Note cards
- Outlines
- Peer editing
- Resources
- Source Cards
- Teacher Observation
- Works Cited pages

Accommodations/Modifications

- Supplemental materials

Unit Resources

- Additional handouts
- Databases
- MLA handbook
- Research Paper Packet
- Varied sources from the Library
- Variety of sample writings