

# English 12 and English 12 CP

Content Area: **English Language Arts**  
Course(s): English 12 and English 12 CP  
Time Period: Full Year  
Length: 43 weeks (about 10 months)  
Status: **Not Published**

## Course Overview

---

The English 12 College Prep course is designed to enhance students' critical thinking, literary analysis, and advanced writing skills through a diverse and rigorous curriculum. Students will explore a wide range of literary genres, styles, and historical periods, sharpening their understanding of how literature reflects and influences society. The course begins with a focus on the future, encouraging students to engage with texts that explore the transition from high school to adulthood, including themes of identity, ambition, and societal impact. As they progress, students will delve into heroic narratives, examining the moral complexities and societal values reflected in both ancient and contemporary stories.

Throughout the course, students will engage with classic and modern literature, from Beowulf and Shakespeare to Frankenstein and contemporary postcolonial texts. Each unit is carefully crafted to build upon previous knowledge, with a focus on developing skills in literary analysis, research, and argumentative writing. The course culminates in a series of projects that challenge students to synthesize their understanding through creative expression and critical reflection, preparing them for the demands of college-level writing and analysis. Through this comprehensive curriculum, students will not only deepen their literary knowledge but also develop the skills necessary to articulate their insights and arguments effectively.

In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- Various formative assessments should be employed throughout the course to monitor and determine the level of development of skills and understanding.
- Homework is encouraged as both a preparatory tool for the planned classroom lessons and as an independent mode for work completion.
- Differentiated instruction is well-represented and necessary to create opportunities for success with diverse learners. Suggestions for modification are included in the program of study when possible and encouraged in subsequent updated drafts.
- Assessments should be varied and consistent with the skills covered in instruction, and should include various modes of learning (oral, written, visual, etc.).
- Rubrics should be developed and provided when applicable to convey clear requirements and maintain transparency and equality.
- The use of technology is highly encouraged and should be employed via a variety of formats and methods.
- The MLA format is standard for all formal written work.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

## Course Name, Length, Date of Revision and Curriculum Writer

---

English 12/12 College Prep  
Length: Full Year Course (5.0 Credits)  
Date Revised: 8/14/2024  
Written By: Catherine Zank

## Table of Contents

---

Unit 1: What's Next? .....	3
Unit 2: Uncovering Truth.....	33
Unit 3: Sculpting Reality.....	52
Unit 4: The Research Paper.....	68
Unit 5: Shadows and Sunlight.....	75
Unit 6: Times of Transition.....	91

# Unit 1: What's Next?

Content Area: **Language Arts**  
Course(s): English 12 CP/Core  
Time Period: Semester 1  
Length: 4-5 Weeks  
Status: Un **Published**

## Summary of the Unit

---

Unit 1: What's Next? For high school seniors, the future is just around the corner. Soon, they'll face big decisions: college or work, staying close to home or moving away, sticking with old friends or meeting new ones. Every choice they make will shape their lives in ways they might not yet realize.

Grade 12 Unit 1 serves as a foundational step for twelfth-grade students to develop critical thinking skills. While the focus is on informational texts, the unit also includes poetry and fiction, all centered around the theme of how individuals and groups shape the future, especially in the context of education and life after high school. The Essential Question of the unit sparks curiosity about what lies ahead post-graduation, motivating students as they begin their senior year.

The unit challenges students to think deeply about these decisions. They explore a variety of writings, mainly informational texts, that tackle these questions. The readings include diverse pieces like a newspaper article discussing TV shows, speeches about ambitious goals like going to the moon, personal essays on writing and identity, and informative articles on education and societal issues. Even Supreme Court opinions and a novella excerpt are part of the mix.

Throughout the unit, students delve into classic literature like Franz Kafka's "The Metamorphosis" and John F. Kennedy's speech "We Choose to Go to the Moon," examining themes of transformation and ambition. They confront issues of identity and cultural challenges through texts such as "How Much Indian Was I?, My Fellow Students Asked," and analyze complex legal arguments in *Plessy v. Ferguson*. The unit also includes memoirs like "When Breath Becomes Air" and fiction novels such as "The Five People You Meet in Heaven" as choices for longer reading assignments.

Students start as readers and end as writers, applying what they learn to create their own informative writing projects, and personal narratives (college essays). This approach aims to deepen their understanding of different writing styles, hone their ability to analyze arguments, and encourage them to consider how their choices impact themselves and society.

**\*This unit focuses on an in-depth novel study, allowing teachers to select the novel of their choice. Educators can follow the suggested sequence for paired readings or adjust the order as they see fit. \***

## Enduring Understandings

---

**Personal Choices Shape Futures:** Students will understand that the decisions they make about education, relationships, and personal goals profoundly impact their future trajectories.

**Literature Reflects and Shapes Society:** Through the exploration of diverse texts, students will recognize how literature, including informational texts, poetry, fiction, and speeches, reflects societal values and challenges.

**Critical Thinking and Analysis:** Students will develop critical thinking skills by analyzing and evaluating arguments, themes, and rhetorical strategies across various genres of literature.

**Writing as a Tool for Reflection and Expression:** By transitioning from readers to writers, students will use writing to reflect on their own aspirations and articulate their viewpoints on societal issues and personal growth.

**Comparative Analysis Across Texts:** Students will engage in comparative analysis, examining how different authors use textual structures, rhetorical devices, and evidence to convey similar themes or arguments.

**Ethical Considerations in Communication:** Students will consider the ethical responsibilities of writers and speakers in presenting

information and viewpoints, fostering a deeper understanding of information literacy.

Empowerment through Knowledge: Students will recognize their ability to effect change through informed decision-making and effective communication, both in their personal lives and within their communities.

## Essential Questions

---

How can we transform the future?

How do personal decisions about education, career, and relationships influence one's future path?

In what ways does literature, including informational texts, poetry, and fiction, reflect and shape societal values and challenges?

How can critical analysis of texts across different genres deepen our understanding of themes like ambition, identity, and societal change?

How does writing serve as a tool for self-reflection and expression of personal aspirations and beliefs?

What strategies do authors employ to effectively convey their viewpoints and arguments through different types of texts?

How can understanding diverse perspectives and experiences in literature contribute to our empathy and understanding of societal issues?

How can individuals use their knowledge and insights gained from literature to make informed decisions and effect positive change in their communities?

How can effective collaboration and discussion enhance our understanding of complex texts and ideas?

What strategies can we use to identify and analyze the structure of informational texts to better comprehend complex information?

How does identifying and analyzing textual evidence strengthen our understanding of the author's message or viewpoint?

## Summative Assessment and/or Summative Criteria

---

**College Essay (Personal Narrative):** Students will write a college essay based on a chosen prompt that reflects on a personal experience, achievement, or challenge. They will brainstorm ideas, create an outline, and then write a coherent essay that includes specific details and examples. After writing, they will revise their essay for clarity, coherence, and grammar, making sure to edit for spelling and punctuation errors.

**Vision Board:** Students will create a vision board to visually represent their personal and academic goals, aspirations, and values. Creating a vision board helps students clarify their goals, visualize their aspirations, and stay motivated towards achieving them. It encourages reflection, goal setting, and can serve as a powerful tool for personal growth and development

## Resources

---

Unit resources labeled “(SS)” indicate texts included in *StudySync*.

Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

---

**Short Stories/Poems/ Nonfiction Texts/ Excerpts:**

- Are the New 'Golden Age' TV Shows the New Novels? (Argumentative) (SS)
- Community Colleges vs. Technical Schools (Informational) (SS)
- Overcoming Impostor Syndrome (Informational) (SS)
- The Metamorphosis (Fiction) (SS)
- Bird by Bird: Some Instructions on Writing and Life (Informational) (SS)
- We Choose to Go to the Moon (Argumentative) (SS)
- Plessy vs. Ferguson (Argumentative) (SS)

**Long Text Choices:**

*When Breath Becomes Air (Memoir)*

*The Five People You Meet in Heaven (Fiction)*

*The Last Lecture (Memoir)*

*The Metamorphosis (Novella, Fiction)*

**Self-Selected Text Options:** (Not required)

- [Write Your Way In \(Informational\)](#) (College Essay Resource) (SS)
- [Drive: The Surprising Truth About What Motivates Us \(Informational\)](#) (SS)
- [Personal Statement: Individual Twin \(Informational\)](#) (SS)
- [When Breath Becomes Air \(Informational\)](#) (SS)
- \*Please feel free to use the Vocabulary Power and Spelling Workbooks from Study Sync for additional literacy support as required throughout the unit.\*

**Websites:**

The College Essay Guy <https://www.collegeessayguy.com/>

<https://www.collegeboard.org/>

Study Sync

**Film/Media:**

[What makes life worth living in the face of death](#)

[What Is Life? Is Death Real?](#)

[The importance of having goals in life. | Christian Troger | TEDxLend](#)

[When Breath Becomes Air by Paul Kalanithi Trailer](#)

[Everything About Vision Boards - How to Create and Use a Vision Board](#)

[Two Strangers Who Meet Five Times by Marcus Markou](#)

[Las 5 personas que encontrarás en el cielo. The Five People You Meet In Heaven.](#)

[THE METAMORPHOSIS BY FRANZ KAFKA - ANIMATED SUMMARY](#)

**Google Documents (Shared Resources):**

[What's Next? Gallery Walk](#)

[Future Self Interview Questions](#)

[Introductory Activities for When Breath Becomes Air](#)

[Socratic Seminar - When Breath Becomes Air](#)

[Introductory Activities for The Five People You Meet in Heaven](#)

[TheFivePeopleYouMeetinHeavenLessonPlans-1.docx](#)

[Introductory Activities for "The Metamorphosis"](#)

<https://www.tpet.com/content/PHSamples/MetamorphosisACTPKs.pdf>

## Unit Plan

Topic /Selection Timeframe	General SWBATs	Instructional Activities	Benchmarks /Assessments
Unit 1 Introduction: What's Next? 2-3 days	SWBAT Interpret images, quotes, and prompts related to the unit's themes by explaining their thoughts and reactions.  SWBAT Apply their initial impressions to predict potential topics and discussions that might arise throughout the unit.	<b>Gallery Walk:</b> Before revealing the essential questions of the unit, create six questions, prompts, images, or quotes and write each one on a piece of chart paper, or the whiteboard, or create a digital version ( <a href="#">What's Next? Gallery Walk</a> ). Hang or place the questions in various places around the classroom to create six stations. Students will write words, phrases, responses, thoughts, or questions that they associate with the ideas on the posters. Once the students have visited each station, reconvene as a class to discuss the ideas and make predictions about the units' essential questions. Reveal the essential questions of the unit: (See above) Students will respond in writing to the essential questions in their Writer's Notebooks. Throughout the unit, students will revisit the essential question with each new text and keep a chart in their Writer's Notebook with details about how the essential question applies to each text. This can be done as Do Now or	Gallery Walk Discussion  Collaborative Discussions

	<p>SWBAT Maintain a Writer's Notebook, using it regularly to develop their writing skills.</p> <p>SWBAT Identify and analyze the structures of informational texts.</p> <p>SWBAT Recall personal aspirations and goals related to the unit's themes by completing the Future Self Interview questions.</p>	<p>Closure activities.</p> <p><b>*Annual Ongoing SWBATs: Writer's Notebook*</b></p> <p>Students will keep a Writer's Notebook as a valuable tool for developing their writing skills and fostering creativity. It will serve as a personal space where students can freely express their thoughts, ideas, and reflections without the pressure of formal assessment. By regularly writing in their notebooks, students can practice and improve their writing fluency, experiment with different writing styles, and explore various genres. It is a place to help track their progress, set personal writing goals, respond to various texts, generate new ideas and document their learning. Teachers may decide to provide students with physical notebooks or create a digital version.</p> <p><b>*Study Sync:</b> Play the corresponding unit introduction preview video: What's Next? Assign the Blast: What's Next? where students can respond to Quick Poll and create their own 140-character blasts in response to the unit's essential questions. (Optional Skill lesson: Teach <b>Recognizing Genre- Informational Text</b>)</p> <p><b>Future Self Interview:</b> Introduce the concept of envisioning one's future self. Discuss with students the importance of setting goals and taking steps to achieve them. Students will then conduct an interview with their "future selves" to explore their aspirations and plans. Distribute the interview guide questions (<a href="#">Future Self Interview Questions</a>)</p>	<p>Writer's Notebook</p> <p>Text Talk (SS)</p> <p>Think Questions (SS)</p> <p>Vocabulary (SS)</p> <p>Skill: Recognizing Genre (Informational Text) (SS)</p> <p>Future Self Interview</p>
<p>Long Text Introduction 1-2 days</p>	<p>SWBAT Identify and discuss the background information of the long text selection.</p>	<p>The teacher will provide background information on the author and setting of the text. Students will take notes in their writer's notebook. Provide students with time to discuss the information.</p> <p>Long Text Options:</p> <p><i>When Breath Becomes Air</i></p> <p><i>The Metamorphosis</i></p> <p><i>The Five People You Meet in Heaven</i></p> <p><i>The Last Lecture</i></p>	<p>Writer's Notebook</p> <p>Notes</p> <p>Whole Class Discussion</p>

<p>Option 1: <i>When Breath Becomes Air</i> or <i>The Last Lecture</i></p>	<p>SWBAT Evaluate and discuss the key themes of life, death, purpose, and the intersection of science and literature in "When Breath Becomes Air" by analyzing the context of the book and its author, Paul Kalanithi.</p>	<p><b>Note:</b> All activities and the reading pace can be adjusted at the teacher's discretion. In this option, the memoir <i>When Breath Becomes Air</i> is the primary focus. However, <i>The Last Lecture</i> can be substituted using the same paired reading plan.</p> <p><b>Introductory Activities for <i>When Breath Becomes Air</i>:</b></p> <ul style="list-style-type: none"> <li>Briefly introduce the book, <i>When Breath Becomes Air</i> and its author, Paul Kalanithi.</li> <li>Discuss the context of the book: a memoir by a neurosurgeon facing terminal cancer.</li> <li>Highlight key themes: life, death, purpose, and the intersection of science and literature.</li> </ul> <p>Possible Student activities: (Introductory Activities for <i>When Breath Becomes Air</i>)</p> <p><b>Before reading:</b></p> <p>Play the video that accompanies the Prologue in Study Sync or the TED talk by Lucy Kalanithi, "What makes life worth living in the face of death?" Review the medical jargon from the Prologue using the Study Sync vocabulary matching/sentence exercise or through a vocabulary game activity of your choice.</p> <p>*Skill review: Author's purpose and point of view</p>	<p>Writer's Notebook: Notes</p> <p>Whole Class Discussion</p>
<p><i>When Breath Becomes Air</i> – Prologue (pgs. 3-16) or <i>The Last Lecture</i></p> <p>2-3 days</p>	<p>SWBAT Analyze and apply new vocabulary by identifying and defining terms within a given text, using the terms in original sentences, and evaluating the impact of these terms on their understanding of the text.</p>	<p><b>Reading the Prologue:</b></p> <ul style="list-style-type: none"> <li>Read the prologue of <i>When Breath Becomes Air</i> aloud as a class or independently.</li> <li>Ask students to note down any phrases or sentences that resonate with them and to annotate for the author's purpose, new vocabulary, general understanding and questions that may arise.</li> </ul>	<p>Prologue: Vocabulary Activity</p>
	<p>SWBAT Analyze the prologue of "When Breath Becomes Air" through guided annotation.</p>	<p><b>After reading:</b></p> <ul style="list-style-type: none"> <li>Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the writer's notebook.</li> <li>Optional: Reflective Journaling prompts- What emotions did the prologue evoke for you? What do you think Paul Kalanithi is trying to convey about life and death? Consider the following video to prompt a response: "What Is Life? Is Death Real?"</li> </ul> <p><u>What Is Life? Is Death Real?</u></p>	<p>Annotations</p>
<p>Paired Reading: "We Chose to Go to the Moon" (SS)</p> <p>2-3 days</p>	<p>SWBAT Demonstrate comprehension and analysis of the reading material by accurately answering recall, interpretive, and evaluative questions on a reading quiz.</p> <p>SWBAT Articulate their personal beliefs and reflections on the themes of meaning, mortality, and legacy through written journaling.</p>	<p><b>*The following is an extended sample of the options available in Study Sync w/paired readings. Subsequent paired reading activities will be simplified for length. Teachers may choose from a variety of activities based on student need/time.</b></p> <p><b>Introduce the text:</b></p> <ul style="list-style-type: none"> <li>As a class, watch the video preview and have students read the introduction in pairs to make</li> </ul>	<p>Prologue: Comprehension Quiz</p> <p>Writer's Notebook: Reflective Journaling</p>



	<p>SWBAT Analyze and make connections between the video preview and the introduction of the text by discussing key aspects that stood out and relating them to personal experiences, while also understanding and using relevant academic vocabulary.</p> <p>SWBAT Analyze the "space race" by researching its historical context, connecting their findings to Kennedy's speech, and discussing the impact of international competitions on history and personal experiences.</p> <p>SWBAT Read and annotate the paired reading selection.</p> <p>SWBAT Demonstrate understanding of the text and materials through discussion, comprehension questions, writing, and/or guided annotation.</p>	<p>connections to the video preview. (SS)</p> <ul style="list-style-type: none"> <li>• Ask students: What part of the video stood out to you the most? When have you tried to convince others to support a goal you felt strongly about?</li> <li>• Review academic vocabulary as necessary</li> </ul> <p><b>Optional: Background Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Find out what your students already know about the so-called "space race." Divide students into small groups and have them research the term "space race." Who was the United States racing, and why? Have students share what they found out.</li> <li>• Tell students to read Kennedy's speech while keeping in mind the rivalry between the US and the USSR.</li> <li>• Discuss with students: When have you seen examples of competitions between countries? How have these competitions impacted history or groups of people? How do you react to competition in your own life?</li> </ul> <p><b>Read and Annotate:</b> Have students independently read and annotate the excerpt. Ask students to use the annotation tool as they read to:</p> <ul style="list-style-type: none"> <li>• use context clues to analyze and determine the meaning of the bolded vocabulary terms and note unfamiliar vocabulary</li> <li>• ask questions about passages of the text that may be unclear or unresolved</li> <li>• identify key details, events, individuals, and connections between them</li> <li>• make connections before, during, and after reading</li> </ul> <p><b>*Optional Study Sync Activities: Teacher may choose from the following comprehension activities on the platform.</b></p> <p><b>Text Talk</b></p> <p><b>Reading Comprehension Questions</b></p> <p><b>Think Questions</b></p> <p><b>Skill Lessons:</b> Teach mini lessons on Rhetoric and Arguments and Claims. Teachers may use SS suggested activities or create their own.</p> <p><b>Close Read and Comparative Writing: Choose one or all:</b></p> <ul style="list-style-type: none"> <li>• Writer's Notebook Connect to Essential Question: Give students time to reflect on how "We Choose to Go to the Moon" connects to the unit's essential question</li> </ul>	<p>Whole Class Discussion</p> <p>Group Mini-Research</p> <p>Text Talk (SS)</p> <p>Think Questions (SS)</p> <p>Vocabulary (SS)</p> <p>Skill: Rhetoric (SS)</p> <p>Arguments and Claims (SS)</p> <p>Writer's Notebook</p> <p>Skills Focus</p>
--	--	--	---

<p><i>When Breath Becomes Air-</i> (Pgs. 19-43) or <i>The Last Lecture</i> 1-2 days</p> <p>Paired Reading: "Are the New Golden Age TV Shows the New Novels?" (SS) 1-2 days</p>	<p>SWBAT reflect in their writer's notebook, engage in collaborative conversation or write comparatively after reading paired texts.</p>	<p>"How can we transform the future?" by freewriting in their Writer's Notebooks.</p> <ul style="list-style-type: none"> <li>• Complete Skills Focus in Study Sync Have students work in small groups to discuss, read, and annotate the first Skills Focus prompt.</li> <li>• Collaborative Conversation Break students into collaborative conversation groups. Using Study Sync TV as a model, students begin by reading the Close Read prompt. They should then use their Skills Focus annotations, their own ideas and reactions to the text, and any other notes and annotations they have to collaboratively explore the text. Examine the reasons President Kennedy lists for wanting to cultivate the space program and send Americans to the Moon by the end of the 1960s. Based on his speech, what do you think motivates him? Do you find his arguments and use of rhetoric persuasive? Use evidence from the text to support your answer.</li> <li>• Comparative Writing: Students will compare how Kalanithi's story thus far complements or contradicts the values promoted by John F. Kennedy in his speech. This can be done in SS or in a mind map or think chart format.</li> <li>• Read and Create a Blast response.</li> </ul> <p><b>Read:</b> Students will read the next section of the anchor text either independently or as a class.</p> <p><b>Jigsaw Activity:</b> Create groups of 3-4. Assign each group a specific section of pages 19-43 to focus on (e.g., pages 19-25, 26-32, etc.). Provide each group with printed excerpts from their assigned pages or allow them to access these pages digitally on their devices.</p> <ul style="list-style-type: none"> <li>• Key events or revelations in the text.</li> <li>• Reactions to the author's reflections on life and mortality.</li> <li>• Connections to personal experiences or other texts.</li> <li>• Questions or uncertainties about the material.</li> <li>• Writing Style</li> </ul> <p><b>After reading:</b></p> <ul style="list-style-type: none"> <li>• Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the writer's notebook.</li> </ul> <p><b>Read:</b> Paired Reading: "Are the New Golden Age TV Shows the New Novels?" (SS)</p>	<p>Collaborative Conversation</p> <p>Comparative Writing</p> <p>Jigsaw Activity</p>
	<p>SWBAT Collaborate in small groups to analyze and discuss specific sections of pages 19-43 of "When Breath Becomes Air," focusing on key themes and reflections presented by Paul Kalanithi.</p>	<p><b>Study Sync:</b> When following the Study Sync protocol for a</p>	<p>Comprehension Questions Write Prompt</p> <p>Annotations (SS) Text Talk (SS) Think Questions (SS) Vocabulary (SS) Writer's Notebook</p>

<p><i>When Breath Becomes Air- (Pgs. 43-115) or The Last Lecture</i> 1-2 days</p>	<p>annotate the paired reading selection.</p> <p>SWBAT Demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</p>	<p>paired text selection use the following resources in the order of your choosing. Teachers may choose their focus based on student needs.</p> <ul style="list-style-type: none"> <li>• Introduce the text- using video and discussion questions provided</li> <li>• Establish background knowledge and cultural awareness- questions provided</li> <li>• Revisit academic vocabulary</li> <li>• Read and annotate w/purpose</li> <li>• Text Talk</li> <li>• Comprehension Questions</li> <li>• Think Questions</li> <li>• Writer’s Notebook Reflections/Responses</li> <li>• Comparative Writing</li> </ul> <p><b>Suggested Study Sync Skills Lessons:</b> Text Dependent Responses, Textual Evidence, Informational Text Elements Teacher may use SS suggested activities or create their own.</p> <p><b>Debate: Novels vs. Television</b></p>	<p>(SS)</p> <p>Skill: Text Dependent Responses, Textual Evidence, Informational Text Elements (SS)</p> <p>Debate</p>
<p>Paired Reading: “Plessy vs. Ferguson” (SS) 1-2 days</p>	<p>SWBAT Identify and apply the skills lessons to the informational reading text.</p> <p>SWBAT Analyze the author's viewpoint, gather factual evidence, construct a persuasive argument with clear claims and compelling evidence, and use rhetorical devices effectively in preparation for and during formal debates on whether television shows are the new novels.</p>	<p>Students will analyze both arguments, take a position, and defend it in a formal debate. Ask students to:</p> <ul style="list-style-type: none"> <li>• Analyze the author’s point of view while considering their own opinion.</li> <li>• Collect facts to support their opinions about whether television shows are the new novels.</li> <li>• Construct an argument with a clear claim, compelling evidence, and through analysis in preparation for debates.</li> <li>• Include rhetorical devices to persuade the audience.</li> <li>• Once students have constructed their arguments, invite pairs of students to debate. Allow for a class vote on the position they think was the most compelling.</li> </ul> <p><b>Read:</b></p> <p>Students will read the next section of the anchor text either independently or as a class. This section covers Paul Kalanithi’s experiences in medical school, as he strives to achieve technical excellence and explores the ethical responsibilities of practicing medicine.</p>	<p>Socratic Seminar</p> <p>Comprehension Questions Write Prompt</p>
	<p>SWBAT Analyze and evaluate the themes of life, mortality, resilience, identity, and the intersection of science</p>	<p><b>Socratic Seminar:</b> In a Socratic seminar setting, students will discuss the following questions: Students will use textual evidence from the memoir to support their contributions to the discussion.</p> <p><u>Socratic Seminar- When Breath Becomes Air (pgs. 43-115)</u></p> <p><b>After reading:</b></p> <p>Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the</p>	<p>Annotations (SS) Text Talk (SS) Think Questions (SS) Vocabulary (SS) Writer’s Notebook (SS)</p>

<p><i>When Breath Becomes Air</i>- (Pgs. 119-156) or <i>The Last Lecture</i></p> <p>3-4 days</p>	<p>and literature as portrayed in the memoir through active participation in a Socratic Seminar discussion and reflection.</p> <p>SWBAT Read and annotate the paired reading selection.</p> <p>SWBAT Demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</p>	<p>writer’s notebook</p> <p><b>Read: Plessy vs. Ferguson</b></p> <p>The excerpt from Plessy v. Ferguson offers a glimpse into the court case in which the Supreme Court affirmed states’ ability to enforce segregation of public facilities under the doctrine of “separate but equal.” The text prompts students to consider the impact that organized or systematic prejudice can have on an individual or group of people.</p> <p><b>Study Sync:</b> When following the Study Sync protocol for a paired text selection use the following resources in the order of your choosing. Teachers may choose their focus based on student needs.</p> <ul style="list-style-type: none"> <li>• Introduce the text- using video and discussion questions provided</li> <li>• Establish background knowledge and cultural awareness- questions provided</li> <li>• Revisit academic vocabulary</li> <li>• Read and annotate w/purpose</li> <li>• Text Talk</li> <li>• Comprehension Questions</li> <li>• Think Questions</li> <li>• Writer’s Notebook Reflections/Responses</li> <li>• Comparative Writing</li> </ul> <p><b>Suggested Study Sync Skills Lessons:</b> Reasons and Evidence, Technical Language</p>	<p>Skill: Reasons and Evidence, Technical Language (SS)</p> <p>Dialogue Activity</p> <p>Comprehension Questions</p> <p>Write Prompt</p> <p>Writer’s Notebook</p>
<p>Paired Reading: “Community Colleges vs. Technical Schools” (SS)</p> <p>“Overcoming Imposter Syndrome” (SS)</p> <p>2-3 days</p>	<p>SWBAT Identify and apply the skills lessons to the informational reading text.</p>	<p><b>Optional- Suggested Dialogue Activity:</b> Ask students to identify the major points of both the majority opinion and the dissenting opinion and note where they address similar topics or ideas. Have students use these moments to write a dialog between Justices Brown and Harlan that preserves their rhetorical strategies in a more conversational context. Remind students that Supreme Court justices are accustomed to debating cases with consideration and respect for differing opinions. They should reflect these same values in the dialog they create.</p> <p><b>Read:</b></p> <p>Students will read the next section of the anchor text either independently or as a class. This section picks up where the prologue left off, as Paul Kalanithi struggles to come to terms with his diagnosis and the challenges that his illness presents to his carefully planned future. As the author progresses through difficult treatment for his cancer, he bravely tries to carry on living his life.</p> <p><b>After reading:</b></p> <p>Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the writer’s notebook. Use the reader’s guide for Think</p>	<p>Video Response</p> <p>Compare/Contrast Activity</p>
<p><i>When Breath</i></p>	<p>SWBAT Demonstrate</p>		

<p><i>Becomes Air-</i> (Pgs. 157-199) 3-4 days or <i>The Last Lecture</i></p> <p><i>Optional: Paired Read: "The Metamorphosis" w/ The Epilogue of When Breath Becomes Air</i></p>	<p>comprehension by responding to short analysis and inference questions with textual evidence.</p> <p>SWBAT Research and brainstorm ideas for Vision Board creation.</p>	<p>question/discussion prompts.</p> <p><b>Video Inspiration for Vision Board Assignment:</b> Students will be creating vision boards to prepare for their college essays/personal narratives. Choose from one/all the following videos to prepare. Discuss the ideas in the videos with students after watching.</p> <p><b><u>The importance of having goals in life.   Christian Troger   TEDxLend</u></b></p> <p><b><u>When Breath Becomes Air by Paul Kalanithi Trailer</u></b></p> <p><b><u>Everything About Vision Boards - How to Create and Use a Vision Board</u></b></p> <p><b><u>Drive: The Surprising Truth About What Motivates Us (Informational) (SS)</u></b></p>	<p>Vision Board</p>
<p>Writing: The Personal Narrative/ The College Essay: 1-2 weeks</p>	<p>SWBAT compare and contrast various post-high school options, including technical schools, colleges, community colleges, the military, and the job market, to make informed decisions about their futures.</p> <p>SWBAT create a vision board to visually represent their goals, aspirations, and dreams for the future.</p>	<p><b>Compare and Contrast Activity (Post- High School Options):</b></p> <p>Students will choose from the following options to research in a group setting: technical schools, 4 yr. colleges, community colleges, the military, and the job market etc. They will create a visual concept map, or chart (may be done digitally) and present their findings to the class.</p> <p>Points of comparison may include but are not limited to: education/training requirements, length of programs, cost (tuition, fees, financial aid), career opportunities and salary expectations, pros and cons., lifestyle and commitment</p> <p><b>Read:</b></p> <p>"Community Colleges vs. Technical Schools" (SS) and "Overcoming Imposter Syndrome" (SS). Teachers may choose from the provided list of Study Sync activities to assess comprehension.</p> <p><b>Vision Board:</b> Students will create a vision board to visually represent their goals, aspirations, and dreams for the future, helping them to clarify their intentions and stay motivated. Ask students to brainstorm and write down their goals and aspirations in different areas of their lives, such as:</p> <ul style="list-style-type: none"> <li>● Education and career</li> <li>● Personal growth and skills</li> <li>● Health and wellness</li> <li>● Relationships and family</li> <li>● Hobbies and interests</li> <li>● Travel and experiences</li> <li>● Encourage students to think about both short-term and long-term goals.</li> </ul> <p>*Vision boards can be created on poster paper or a digital platform such as Google slides. Once complete students should present/share their vision boards with the class.</p> <p><b>Read:</b></p>	<p>Annotations (SS)</p> <p>Text Talk (SS)</p> <p>Think Questions (SS)</p> <p>Vocabulary (SS)</p> <p>Writer's Notebook (SS)</p> <p>Essential Questions Review</p> <p>The Personal Narrative/ The College Essay</p> <p>Final Draft: College Essay</p>

	<p>SWBAT Read and annotate the anchor text. Compare and contrast Paul’s changing values with their own goals for the future.</p> <p>SWBAT evaluate the overall themes from the last two readings of the unit. Connect back to the essential questions. Brainstorm for personal essay/college essay.</p> <p>SWBAT Compose a well-structured college essay by applying prewriting strategies, outlining their ideas, drafting with a clear focus, and refining their work through peer editing and revision, culminating in a polished final draft.</p>	<p>Students will read the next section of the anchor text either independently or as a class. Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the writer’s notebook. Use the reader’s guide for Think question/discussion prompts.</p> <p>Sample Prompt: Kalanithi writes that when going through terminal illness, a person’s values are constantly changing. Analyze how Kalanithi’s values change and/or stay the same over the course of his memoir. Does he seem to have any regrets? Why or why not? Use evidence from the text and your own experiences in your response. Think about your vision for your future from the vision boards.</p> <p><b>Read:</b></p> <p>Comparative Read: <i>“The Metamorphosis” ’ and The Epilogue of When Breath Becomes Air</i>. Focus on the skill of textual evidence to determine the overall message of the novel. Return to the essential questions for a full circle discussion of the unit. Teachers may choose from the provided list of Study Sync activities to assess comprehension. Students will conclude the unit with a personal narrative/college essay.</p> <p><b>Personal Essay/ The College Essay:</b></p> <p>Provide students with samples (<a href="#">College Essay Guy</a>) of successful college essays to be shared and discussed with the class; students should identify the dos and don'ts of college essay writing. Students should also review the prompts listed on <a href="#">Common App announces 2024–2025 Common App essay prompts</a>. *Note* - Recognize that not all students may plan to attend a four-year university or college. Frame the assignment as a personal narrative that can also serve as a college essay.</p> <p>Prewriting Brainstorm Activities: Student choice</p> <p>Students should write their responses to these exercises in their journals. Suggested exercises: (<a href="#">College Essay Guy</a>)</p> <ul style="list-style-type: none"> <li>6- word Memoirs</li> <li>Values Exercise</li> <li>Vulnerability Exercise</li> <li>Essence Objects Exercise</li> <li>Feelings and Needs Exercise</li> </ul> <p><b>Review and Instruction:</b> Begin with lessons on essential writing skills, including prewriting, outlining, drafting, crafting hooks, and writing strong conclusions.</p> <p><b>Drafting Phase:</b></p> <ul style="list-style-type: none"> <li>• Students will start drafting their college essays in class, selecting one of the prompts provided by the Common App.</li> </ul> <p><b>Peer Editing and Revision:</b></p>	
--	---	---	--

		<ul style="list-style-type: none"> <li>• Incorporate a peer editing and revision session to allow students to give and receive feedback.</li> <li>• Schedule one-on-one conferences with students to provide individualized guidance before they submit their final drafts.</li> </ul> <p>*Refer to the self-selected texts provided by Study Sync listed in resources if any additional texts are needed*</p>	
<p>Option 2: <i>The Five People You Meet in Heaven</i> Introduction</p>	<p>SWBAT Demonstrate their understanding of interconnectedness by participating in a yarn web activity and reflecting on the impact of relationships in their own lives.</p> <p>SWBAT compare different cultural and personal beliefs about heaven and the afterlife and relate these views to the novel's themes through group discussion and reflection.</p> <p>SWBAT Create and present a timeline of significant life events,</p>	<p><b>Introductory Activities for <i>The Five People You Meet in Heaven</i> (Options):</b></p> <ul style="list-style-type: none"> <li>• Briefly introduce the book, <i>The Five People You Meet in Heaven</i> and its author, Mitch Albom.</li> <li>• Discuss the context of the book: a fictional tale about a man named Eddie who dies and goes to Heaven to understand his purpose in life.</li> <li>• Highlight key themes: life, death, purpose, and the intersection of human beings.</li> </ul> <p>Possible student activities: <a href="#">Introductory Activities for The Five People You Meet in Heaven</a></p> <p>Before reading: Play <a href="#">Two Strangers Who Meet Five Times by Marcus Markou</a></p> <p><b>Before reading:</b> Play the video <a href="#">Two Strangers Who Meet Five Times by Marcus Markou</a>. Have students write a reflective journal after viewing the video and share their thoughts with the class.</p> <p><b>*Skill review: Author's purpose, point of view and use of flashbacks (SS).</b> Teachers may use the skill lesson reviews</p>	<p>Writer's Notebook: Notes</p> <p>Whole Class Discussion</p>

<p>Paired Reading: "We Chose to Go to the Moon" (SS) 2-3 days</p>	<p>highlighting the influence of key individuals and predicting how similar themes might be explored in the novel.</p> <p>SWBAT analyze the author's purpose, point of view, and use of flashbacks in "The Five People You Meet in Heaven" through a variety of skill lessons and activities.</p> <p>SWBAT identify and annotate phrases or sentences that resonate with them, analyze the author's purpose, infer new vocabulary meanings, comprehend the text, and generate questions for deeper understanding.</p> <p>SWBAT demonstrate comprehension and analysis of The Five People You Meet in Heaven by completing a reading quiz or responding to a writing prompt, either digitally or in their writer's notebooks.</p> <p>SWBAT reflect on the emotions evoked by the prologue, analyze the author's message about life and death, and formulate responses based on prompts such as "What Is Life? Is Death Real?"</p> <p>SWBAT Analyze and make connections between the video preview and the</p>	<p>provided in the Study Sync platform or another method of their choosing.</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Read The Prologue and Chapter 1 of The Five People You Meet in Heaven aloud as a class or independently.</li> <li>• Ask students to note down any phrases or sentences that resonate with them and to annotate for the author's purpose, new vocabulary, general understanding and questions that may arise.</li> </ul> <p><b>After reading:</b></p> <ul style="list-style-type: none"> <li>• Optional: Assign the corresponding reading quiz in <a href="#">TheFivePeopleYouMeetinHeavenLessonPlans-1.docx</a> or writing prompt. This can be done digitally or in the writer's notebook.</li> <li>• Optional: Reflective Journaling prompts- What emotions did the prologue evoke for you? What do you think the author is trying to convey about life and death? Consider the following video to prompt a response: "What Is Life? Is Death Real?"</li> </ul> <p style="text-align: center;"><u>What Is Life? Is Death Real?</u></p> <p><b>*The following is an extended sample of the options available in Study Sync w/paired readings. Subsequent paired reading activities will be simplified for length. Teachers may choose from a variety of activities based on student need/time.</b></p> <p><b>Introduce the text:</b></p> <ul style="list-style-type: none"> <li>• As a class, watch the video preview and have students read the introduction in pairs to make connections to the video preview. (SS)</li> <li>• Ask students: What part of the video stood out to you the most? When have you tried to convince others to support a goal you felt strongly about?</li> <li>• Review academic vocabulary as necessary</li> </ul> <p><b>Optional: Background Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Find out what your students already know about the so-called "space race." Divide students into small groups and have them research the term "space race." Who was the United States racing, and why? Have students share what they found out.</li> <li>• Tell students to read Kennedy's speech while keeping in mind the rivalry between the US and the USSR.</li> </ul>	<p>Prologue: Vocabulary Activity</p> <p>Annotations</p> <p>Prologue: Comprehension Quiz</p> <p>Writer's Notebook: Reflective Journaling</p> <p>Whole Class Discussion</p> <p>Group Mini-Research</p>
---	--	--	--



<p><i>The Five People You Meet in Heaven</i> 1-2 days</p>	<p>introduction of the text by discussing key aspects that stood out and relating them to personal experiences, while also understanding and using relevant academic vocabulary.</p> <p>SWBAT Analyze the "space race" by researching its historical context, connecting their findings to Kennedy's speech, and discussing the impact of international competitions on history and personal experiences.</p> <p>SWBAT Read and annotate the paired reading selection.</p> <p>SWBAT Demonstrate understanding of the text and materials through discussion, comprehension questions, writing, and/or guided annotation.</p>	<ul style="list-style-type: none"> <li>Discuss with students: When have you seen examples of competitions between countries? How have these competitions impacted history or groups of people? How do you react to competition in your own life?</li> </ul> <p><b>Read and Annotate:</b> Have students independently read and annotate the excerpt. Ask students to use the annotation tool as they read to:</p> <ul style="list-style-type: none"> <li>use context clues to analyze and determine the meaning of the bolded vocabulary terms and note unfamiliar vocabulary</li> <li>ask questions about passages of the text that may be unclear or unresolved</li> <li>identify key details, events, individuals, and connections between them</li> <li>make connections before, during, and after reading</li> </ul> <p><b>*Optional Study Sync Activities: Teacher may choose from the following comprehension activities on the platform.</b></p> <p><b>Text Talk</b></p> <p><b>Reading Comprehension Questions</b></p> <p><b>Think Questions</b></p> <p><b>Skill Lessons:</b> Teach mini lessons on Rhetoric and Arguments and Claims. Teachers may use SS suggested activities or create their own.</p> <p><b>Close Read and Comparative Writing: Choose one or all:</b></p> <ul style="list-style-type: none"> <li><b>Writer's Notebook</b> Connect to Essential Question: Give students time to reflect on how "We Choose to Go to the Moon" connects to the unit's essential question "How can we transform the future?" by freewriting in their Writer's Notebooks.</li> <li><b>Complete Skills Focus on Study Sync</b> Have students work in small groups to discuss, read, and annotate the first Skills Focus prompt.</li> <li><b>Collaborative Conversation</b> Break students into collaborative conversation groups. Using Study SyncTV as a model, students begin by reading the Close Read prompt. They should then use their Skills Focus annotations, their own ideas and reactions to the text, and any other notes and annotations they have to collaboratively explore the text. Examine the reasons President Kennedy lists for wanting to cultivate the space program and send Americans to the Moon by the end of the 1960s. Based on his speech, what do you think motivates him? Do you find his arguments and use of rhetoric persuasive? Use evidence from the text to</li> </ul>	<p>Text Talk (SS)</p> <p>Think Questions (SS)</p> <p>Vocabulary (SS)</p> <p>Skill: Rhetoric (SS)</p> <p>Arguments and Claims (SS)</p> <p>Writer's Notebook</p> <p>Skills Focus</p> <p>Collaborative Conversation</p> <p>Comparative Writing</p>
---	---	---	---

<p>Paired Reading: "Are the New Golden Age TV Shows the New Novels?" (SS) 1-2 days</p>	<p>SWBAT analyze specific sections of Chapters 2-3 from the anchor text, "The Five People You Meet in Heaven," through a jigsaw activity</p>	<p>support your answer.</p> <ul style="list-style-type: none"> <li>Comparative Writing: Students will compare how Eddie's story thus far complements or contradicts the values promoted by John F. Kennedy in his speech. This can be done in SS or in a mind map or think chart format.</li> <li>Read and Create a Blast response.</li> </ul> <p><b>Read:</b> Students will read the next section of the anchor text either independently or as a class (Chapter 2-3).</p> <p><b>Jigsaw Activity:</b> Create groups of 3-4. Assign each group a specific section to focus on. Provide each group with printed excerpts from their assigned pages or allow them to access these pages digitally on their devices.</p> <ul style="list-style-type: none"> <li>Key events or revelations in the text.</li> <li>Reactions to the character's</li> <li>Connections to personal experiences or other texts.</li> <li>Questions or uncertainties about the material.</li> <li>Writing Style</li> </ul> <p><b>After reading:</b></p> <ul style="list-style-type: none"> <li>Optional: Assign the corresponding reading quiz <a href="#">TheFivePeopleYouMeetinHeavenLessonPlans-1.docx</a> or writing prompt. This can be done digitally or in the writer's notebook.</li> </ul>	<p>Jigsaw Activity</p> <p>Comprehension Questions</p> <p>Write Prompt</p> <p>Annotations (SS)</p> <p>Text Talk (SS)</p> <p>Think Questions (SS)</p> <p>Vocabulary (SS)</p> <p>Writer's Notebook (SS)</p>
<p><i>The Five People You Meet in Heaven</i> 1-2 days</p> <p>Paired Reading: "Plessy vs. Ferguson" (SS) 1-2 days</p>	<p>SWBAT Read and annotate the paired reading selection.</p> <p>SWBAT Demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</p>	<p><b>Read:</b> Paired Reading: "Are the New Golden Age TV Shows the New Novels?" (SS)</p> <p><b>Study Sync:</b> When following the Study Sync protocol for a paired text selection use the following resources in the order of your choosing. Teachers may choose their focus based on student needs.</p> <ul style="list-style-type: none"> <li>Introduce the text- using video and discussion questions provided</li> <li>Establish background knowledge and cultural awareness- questions provided</li> <li>Revisit academic vocabulary</li> <li>Read and annotate w/purpose</li> <li>Text Talk</li> <li>Comprehension Questions</li> <li>Think Questions</li> <li>Writer's Notebook Reflections/Responses</li> <li>Comparative Writing</li> </ul> <p><b>Suggested Study Sync Skills Lessons:</b> Text Dependent Responses, Textual Evidence, Informational Text Elements Teacher may use SS suggested activities or create their own.</p>	<p>Writer's Notebook (SS)</p> <p>Skill: Text Dependent Responses, Textual Evidence, Informational Text Elements (SS)</p> <p>Debate</p>

<p><i>The Five People You Meet in Heaven</i> 3-4 days</p>	<p>SWBAT Identify and apply the skills lessons to the informational reading text.</p> <p>SWBAT Analyze the author's viewpoint, gather factual evidence, construct a persuasive argument with clear claims and compelling evidence, and use rhetorical devices effectively in preparation for and during formal debates on whether television shows are the new novels.</p> <p>SWBAT engage in a Socratic seminar focused on Chapters 4-5 of the anchor text, "The Five People You Meet in Heaven." They will discuss character development, identify strong quotes, and explore themes presented in the text, using textual evidence to support their contributions to the discussion.</p> <p>SWBAT Read and annotate the paired reading selection.</p> <p>SWBAT Demonstrate comprehension by responding to short analysis and inference questions with textual</p>	<p><b>Debate: Novels vs. Television</b></p> <p>Students will analyze both arguments, take a position, and defend it in a formal debate. Ask students to:</p> <ul style="list-style-type: none"> <li>Analyze the author's point of view while considering their own opinion.</li> <li>Collect facts to support their opinions about whether television shows are the new novels.</li> <li>Construct an argument with a clear claim, compelling evidence, and through analysis in preparation for debates.</li> <li>Include rhetorical devices to persuade the audience.</li> <li>Once students have constructed their arguments, invite pairs of students to debate. Allow for a class vote on the position they think was the most compelling.</li> </ul> <p><b>Read:</b></p> <p>Students will read the next section of the anchor text either independently or as a class (Chapter 4-5).</p> <p><b>Socratic Seminar:</b> In a Socratic seminar setting, students will discuss the following questions: Students will use textual evidence from the memoir to support their contributions to the discussion. Use the discussion questions from the resources provided. Focus on development of characters, strong quotes, and themes.</p> <p><b>After reading:</b></p> <p>Optional: Optional: Assign the corresponding reading quiz <a href="#">TheFivePeopleYouMeetinHeavenLessonPlans-1.docx</a> or writing prompt. This can be done digitally or in the writer's notebook.</p> <p><b>Read: Plessy vs. Ferguson</b></p> <p>The excerpt from Plessy v. Ferguson offers a glimpse into the court case in which the Supreme Court affirmed states' ability to enforce segregation of public facilities under the doctrine of "separate but equal." The text prompts students to consider the impact that organized or systematic prejudice can have on an individual or group of people.</p> <p><b>Study Sync:</b> When following the Study Sync protocol for a paired text selection use the following resources in the order of your choosing. Teachers may choose their focus based on student needs.</p> <ul style="list-style-type: none"> <li>Introduce the text- using video and discussion questions provided</li> <li>Establish background knowledge and cultural awareness- questions provided</li> <li>Revisit academic vocabulary</li> <li>Read and annotate w/purpose</li> <li>Text Talk</li> <li>Comprehension Questions</li> <li>Think Questions</li> <li>Writer's Notebook Reflections/Responses</li> </ul>	<p>Socratic Seminar</p> <p>Comprehension Questions</p> <p>Write Prompt</p> <p>Annotations (SS)</p> <p>Text Talk (SS)</p> <p>Think Questions (SS)</p> <p>Vocabulary (SS)</p> <p>Writer's Notebook (SS)</p> <p>Skill: Reasons and Evidence, Technical Language (SS)</p> <p>Dialogue Activity</p>
---	---	--	--

<p>Paired Reading: "Community Colleges vs. Technical Schools" (SS) "Overcoming Imposter Syndrome" (SS) 2-3 days</p> <p><i>The Five People You Meet in Heaven</i> 3-4 days</p>	<p>evidence.</p> <p>SWBAT compare the major points of the majority opinion and dissenting opinion in Plessy v. Ferguson. They'll then create a dialogue between Justices Brown and Harlan, preserving their rhetorical strategies in a respectful, conversational context.</p>	<ul style="list-style-type: none"> <li>Comparative Writing</li> </ul> <p><b>Suggested Study Sync Skills Lessons:</b> Reasons and Evidence, Technical Language- Teacher may use SS suggested activities or create their own.</p> <p><b>Optional- Suggested Dialogue Activity:</b> Ask students to identify the major points of both the majority opinion and the dissenting opinion and note where they address similar topics or ideas. Have students use these moments to write a dialog between Justices Brown and Harlan that preserves their rhetorical strategies in a more conversational context. Remind students that Supreme Court justices are accustomed to debating cases with consideration and respect for differing opinions. They should reflect these same values in the dialog they create.</p> <p><b>Read:</b> Students will read the next section of the anchor text either independently or as a class (Chapter 7-10).</p> <p><b>After reading:</b> Optional: Assign the corresponding reading quiz <a href="#">TheFivePeopleYouMeetinHeavenLessonPlans-1.docx</a> or writing prompt. This can be done digitally or in the writer's notebook. Play the movie up to this point. Allow for students to discuss and compare the version. (Full movie can be found on YouTube- free).</p>	<p>Comprehension Questions Write Prompt Writer's Notebook</p> <p>Video Response</p>
<p><i>Optional: Paired Read: "The Metamorphosis" w/ The Epilogue of When Breath Becomes Air</i></p>	<p>SWBAT Demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</p>	<p><b>Video Inspiration for Vision Board Assignment:</b> Students will be creating vision boards to prepare for their college essays/personal narratives. Choose from one/all the following videos to prepare. Discuss the ideas in the videos with students after watching.</p> <p><b><u>The importance of having goals in life.   Christian Troger   TEDxLend</u></b></p> <p><b><u>When Breath Becomes Air by Paul Kalanithi Trailer</u></b></p> <p><b><u>Everything About Vision Boards - How to Create and Use a Vision Board</u></b></p>	<p>Compare/Contrast Activity</p>
<p>Writing: The Personal Narrative/ The College Essay: 1-2 weeks</p>	<p>SWBAT Research and brainstorm ideas for Vision Board creation.</p>	<p><b><u>Drive: The Surprising Truth About What Motivates Us (Informational) (SS)</u></b></p> <p><b><u>The Five People You Meet in Heaven Movie- Las 5 personas que encontrarás en el cielo. The Five People You Meet In Heaven.</u></b></p>	<p>Vision Board</p>
	<p>SWBAT compare and contrast various post-high school options, including technical schools, colleges, community</p>	<p><b>Compare and Contrast Activity (Post- High School Options):</b> Students will choose from the following options to research in a group setting: technical schools, 4 yr colleges, community colleges, the military, and the job market etc. They will create a visual concept map, or chart (may be done digitally) and present their findings to the class.</p>	

<p>colleges, the military, and the job market, to make informed decisions about their futures.</p> <p>SWBAT create a vision board to visually represent their goals, aspirations, and dreams for the future.</p> <p>SWBAT Read and annotate the anchor text. Compare and contrast with the movie.</p> <p>SWBAT evaluate the overall themes from the last two readings of the unit. Connect back to the essential questions. Brainstorm for personal essay/college essay.</p>	<p>Points of comparison may include but are not limited to: education/training requirements, length of programs, cost (tuition, fees, financial aid), career opportunities and salary expectations, pros and cons., lifestyle and commitment</p> <p><b>Read:</b></p> <p>“Community Colleges vs. Technical Schools” (SS) and “Overcoming Imposter Syndrome” (SS). Teachers may choose from the provided list of Study Sync activities to assess comprehension.</p> <p><b>Vision Board:</b> Students will create a vision board to visually represent their goals, aspirations, and dreams for the future, helping them to clarify their intentions and stay motivated. Ask students to brainstorm and write down their goals and aspirations in different areas of their lives, such as:</p> <ul style="list-style-type: none"> <li>• Education and career</li> <li>• Personal growth and skills</li> <li>• Health and wellness</li> <li>• Relationships and family</li> <li>• Hobbies and interests</li> <li>• Travel and experiences</li> <li>• Encourage students to think about both short-term and long-term goals.</li> </ul> <p>*Vision boards can be created on poster paper or a digital platform such as Google slides. Once complete students should present/share their vision boards with the class.</p> <p><b>Read:</b></p> <p>Students will read the next section of the anchor text either independently or as a class. Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the writer’s notebook. Use the reader’s guide for Think question/discussion prompts. Show the remaining half of the movie for students to compare and discuss.</p> <p><b>Read:</b></p> <p>Comparative Read: “<i>The Metamorphosis</i>” Focus on the skill of textual evidence to determine the overall message of the novel. Return to the essential questions for a full circle discussion of the unit. Teachers may choose from the provided list of Study Sync activities to assess comprehension. Students will conclude the unit with a personal narrative/college essay.</p> <p><b>Personal Essay/ The College Essay:</b></p> <p>Provide students with samples (<a href="#">College Essay Guy</a>) of successful college essays to be shared and discussed with the class; students should identify the dos and don'ts of college essay writing. Students should also review the prompts listed on <a href="#">Common App announces 2024–2025 Common App essay prompts</a>. *Note* - Recognize that not all students may plan to</p>	<p>Annotations (SS)</p> <p>Text Talk (SS)</p> <p>Think Questions (SS)</p> <p>Vocabulary (SS)</p> <p>Writer’s Notebook (SS)</p> <p>The Personal Narrative/ The College Essay</p>
--	---	---

	<p>SWBAT Compose a well-structured college essay by applying prewriting strategies, outlining their ideas, drafting with a clear focus, and refining their work through peer editing and revision, culminating in a polished final draft.</p>	<p>attend a four-year university or college. Frame the assignment as a personal narrative that can also serve as a college essay.</p> <p>Prewriting Brainstorm Activities: Student choice</p> <p>Students should write their responses to these exercises in their journals. Suggested exercises: (<a href="#">College Essay Guy</a>)</p> <p>6- word Memoirs Values Exercise Vulnerability Exercise Essence Objects Exercise Feelings and Needs Exercise</p> <p><b>Review and Instruction:</b></p> <ul style="list-style-type: none"> <li>• Begin with lessons on essential writing skills, including prewriting, outlining, drafting, crafting hooks, and writing strong conclusions.</li> </ul> <p><b>Drafting Phase:</b></p> <ul style="list-style-type: none"> <li>• Students will start drafting their college essays in class, selecting one of the prompts provided by the Common App.</li> </ul> <p><b>Peer Editing and Revision:</b></p> <ul style="list-style-type: none"> <li>• Incorporate a peer editing and revision session to allow students to give and receive feedback.</li> <li>• Schedule one-on-one conferences with students to provide individualized guidance before they submit their final drafts.</li> </ul> <p>*Refer to the self-selected texts provided by Study Sync listed in resources if any additional texts are needed*</p>	
<p>Option 3: <i>The Metamorphosis</i></p> <p><i>Anchor Text:</i></p>	<p>SWBAT: Understand and recall key facts about Franz Kafka and the context of "The Metamorphosis" by identifying significant biographical and historical details.</p> <p>SWBAT: Analyze the socio-cultural and historical context of "The Metamorphosis" to</p>	<p><b>Introductory Activities for <i>The Metamorphosis</i>:</b></p> <ul style="list-style-type: none"> <li>• Briefly introduce the book and its author</li> <li>• Discuss the context of the book</li> <li>• Highlight key themes: life, death, purpose, transformation</li> </ul> <p>Possible Student activities: <a href="#">Introductory Activities for "The Metamorphosis"</a></p> <p><b>Before reading:</b> Play the video that accompanies the novel study in Study Sync or the <a href="#">THE METAMORPHOSIS BY FRANZ KAFKA - ANIMATED SUMMARY</a> Review difficult vocabulary using the Study Sync vocabulary matching/sentence exercise or through a vocabulary game activity of your choice.</p> <p><b>*Skill review:</b> Context Clues and Story Structure. Teachers may use SS suggested activities or create their own.</p> <p><b>Read:</b></p>	<p>Writer's Notebook: Notes</p> <p>Whole Class Discussion</p> <p>Vocabulary Activity</p>

<p><i>The Metamorphosis</i> 2-3 days</p>	<p>understand its influence on the themes and characters of the novel.</p> <p>SWBAT: Identify and evaluate the central themes of life, death, purpose, and transformation within "The Metamorphosis" through class discussion and analysis.</p>	<ul style="list-style-type: none"> <li>Read Part 1 of "The Metamorphosis" aloud as a class or independently.</li> <li>Ask students to note down any phrases or sentences that resonate with them and to annotate for the author's purpose, new vocabulary, general understanding and questions that may arise.</li> </ul> <p><b>After reading:</b></p> <ul style="list-style-type: none"> <li>Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the writer's notebook.</li> <li>Optional: Reflective Journaling prompts- Think about the way Gregor reacts to his transformation. What do his thoughts and actions reveal about the kind of person he is? Does his character provide any clues about why he has changed into a giant bug?</li> </ul>	<p>Annotations</p> <p>Prologue: Comprehension Quiz</p>
<p>Paired Reading: "We Chose to Go to the Moon" (SS) 2-3 days</p>	<p>SWBAT: Understand the plot and themes of "The Metamorphosis" by summarizing key points from the video.</p> <p>SWBAT: Analyze and determine the meanings of difficult vocabulary terms using context clues and vocabulary exercises.</p> <p>SWBAT: Apply context clues to determine meanings of unfamiliar words and analyze the story structure of "The Metamorphosis."</p> <p>SWBAT: Comprehend and interpret the text by annotating for the author's purpose, new vocabulary, and general understanding.</p> <p>SWBAT: Evaluate comprehension and critical thinking skills through a reading quiz or reflective writing prompt.</p> <p>SWBAT: Analyze and present research findings on the "space race" and</p>	<p><b>*The following is an extended sample of the options available in Study Sync w/paired readings. Subsequent paired reading activities will be simplified for length. Teachers may choose from a variety of activities based on student need/time.</b></p> <p><b>Introduce the text:</b></p> <ul style="list-style-type: none"> <li>As a class, watch the video preview and have students read the introduction in pairs to make connections to the video preview. (SS)</li> <li>Ask students: What part of the video stood out to you the most? When have you tried to convince others to support a goal you felt strongly about?</li> <li>Review academic vocabulary as necessary</li> </ul> <p><b>Optional: Background Knowledge:</b></p> <ul style="list-style-type: none"> <li>Find out what your students already know about the so-called "space race." Divide students into small groups and have them research the term "space race." Who was the United States racing, and why? Have students share what they found out.</li> <li>Tell students to read Kennedy's speech while keeping in mind the rivalry between the US and the USSR.</li> <li>Discuss with students: When have you seen examples of competitions between countries? How have these competitions impacted history or groups of people? How do you react to competition in your own life?</li> </ul>	<p>Writer's Notebook: Reflective Journaling</p> <p>Whole Class Discussion</p> <p>Group Mini-Research</p>

<p><i>Anchor Text:</i> <i>The Metamorphosis</i> 1-2 days</p>	<p>its historical impact.</p> <p>SWBAT: Reflect and analyze Gregor's character and transformation through journaling, using evidence from the text.</p> <p>SWBAT: Connect video content to the text and identify key information through paired reading and discussion.</p> <p>SWBAT: Understand and apply academic vocabulary in the context of "The Metamorphosis."</p> <p>SWBAT: Annotate for context clues, key details, and connections in the text, demonstrating comprehension and critical analysis.</p> <p>SWBAT: Demonstrate understanding and interpretation of the text through various comprehension activities.</p>	<p><b>Read and Annotate:</b> Have students independently read and annotate the excerpt. Ask students to use the annotation tool as they read to:</p> <ul style="list-style-type: none"> <li>• use context clues to analyze and determine the meaning of the bolded vocabulary terms and note unfamiliar vocabulary</li> <li>• ask questions about passages of the text that may be unclear or unresolved</li> <li>• identify key details, events, individuals, and connections between them</li> <li>• make connections before, during, and after reading</li> </ul> <p><b>*Optional Study Sync Activities: Teacher may choose from the following comprehension activities on the platform.</b></p> <p><b>Text Talk</b></p> <p><b>Reading Comprehension Questions</b></p> <p><b>Think Questions</b></p> <p><b>Skill Lessons:</b> Teach mini lessons on Rhetoric and Arguments and Claims. Teachers may use SS suggested activities or create their own.</p> <p><b>Close Read and Comparative Writing: Choose one or all:</b></p> <ul style="list-style-type: none"> <li>• <b>Writer's Notebook</b> Connect to Essential Question: Give students time to reflect on how "We Choose to Go to the Moon" connects to the unit's essential question "How can we transform the future?" by freewriting in their Writer's Notebooks.</li> <li>• <b>Complete Skills Focus in Study Sync</b> Have students work in small groups to discuss, read, and annotate the first Skills Focus prompt.</li> <li>• <b>Collaborative Conversation</b> Break students into collaborative conversation groups. Using Study SyncTV as a model, students begin by reading the Close Read prompt. They should then use their Skills Focus annotations, their own ideas and reactions to the text, and any other notes and annotations they have to collaboratively explore the text. Examine the reasons President Kennedy lists for wanting to cultivate the space program and send Americans to the Moon by the end of the 1960s. Based on his speech, what do you think motivates him? Do you find his arguments and use of rhetoric persuasive? Use evidence from the text to support your answer.</li> <li>• <b>Comparative Writing:</b> Students will compare how Kalanithi's story thus far complements or contradicts the values promoted by John F. Kennedy in his speech. This can be done in SS or in a mind map or think chart format.</li> </ul>	<p>Text Talk (SS)</p> <p>Think Questions (SS)</p> <p>Vocabulary (SS)</p> <p>Skill: Rhetoric (SS)</p> <p>Arguments and Claims (SS)</p> <p>Writer's Notebook</p> <p>Skills Focus</p> <p>Collaborative Conversation</p> <p>Comparative Writing</p>
--	---	--	---



<p>Paired Reading: "Are the New Golden Age TV Shows the New Novels?" (SS) 1-2 days</p>	<p>SWBAT: Engage in a collaborative discussion, using textual evidence to support ideas and deepen understanding of the text.</p> <p>SWBAT: Compare and contrast different texts, analyzing how they complement or contradict each other using textual evidence.</p>	<ul style="list-style-type: none"> <li>• Read and Create a Blast response.</li> </ul> <p><b>Read:</b> Independent Read: The Metamorphosis (Part 1, paragraphs 17-40. As The Metamorphosis continues, students will examine the extent of Gregor’s transformation, and see how his interactions with others begin to shape his self-image.</p> <p><b>Jigsaw Activity:</b> Create groups of 3-4. Assign each group a specific section. Provide each group with printed excerpts from their assigned pages or allow them to access these pages digitally on their devices.</p> <ul style="list-style-type: none"> <li>• Key events or revelations in the text.</li> <li>• Responses to think questions (SS)</li> <li>• Connections to personal experiences or other texts.</li> <li>• Questions or uncertainties about the material.</li> <li>• Writing Style</li> </ul> <p><b>After reading:</b></p> <ul style="list-style-type: none"> <li>• Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the writer’s notebook.</li> </ul> <p><b>Read:</b> Paired Reading: "Are the New Golden Age TV Shows the New Novels?" (SS)</p> <p><b>Study Sync:</b> When following the Study Sync protocol for a paired text selection use the following resources in the order of your choosing. Teachers may choose their focus based on student needs.</p> <ul style="list-style-type: none"> <li>• Introduce the text- using video and discussion questions provided</li> <li>• Establish background knowledge and cultural awareness- questions provided</li> <li>• Revisit academic vocabulary</li> <li>• Read and annotate w/purpose</li> <li>• Text Talk</li> <li>• Comprehension Questions</li> <li>• Think Questions</li> <li>• Writer’s Notebook Reflections/Responses</li> <li>• Comparative Writing</li> </ul> <p><b>Suggested Study Sync Skills Lessons:</b> Text Dependent Responses, Textual Evidence, Informational Text Elements</p> <p>Teacher may use SS suggested activities or create their own.</p> <p><b>Debate: Novels vs. Television</b> Students will analyze both arguments, take a position, and defend it in a formal debate. Ask students to:</p> <ul style="list-style-type: none"> <li>• Analyze the author’s point of view while considering their own opinion.</li> <li>• Collect facts to support their opinions about whether television shows are the new novels.</li> </ul>	<p>Jigsaw Activity</p> <p>Comprehension Questions Write Prompt</p> <p>Annotations (SS) Text Talk (SS) Think Questions (SS) Vocabulary (SS) Writer’s Notebook (SS)</p> <p>Skill: Text Dependent Responses, Textual Evidence, Informational Text Elements (SS)</p> <p>Debate</p>
<p><i>Anchor Text:</i> <i>The Metamorphosis</i> 1-2 days</p>	<p>SWBAT: Analyze and summarize key events and themes in assigned sections of the text, and present findings to peers.</p> <p>SWBAT: Construct and defend an argument on whether television shows are the new novels, using rhetorical devices and evidence.</p>		

<p>Paired Reading: "Plessy vs. Ferguson" (SS) 1-2 days</p>	<p>SWBAT: Analyze and discuss key questions using textual evidence in a Socratic seminar setting.</p>	<ul style="list-style-type: none"> <li>• Construct an argument with a clear claim, compelling evidence, and through analysis in preparation for debates.</li> <li>• Include rhetorical devices to persuade the audience.</li> <li>• Once students have constructed their arguments, invite pairs of students to debate. Allow for a class vote on the position they think was the most compelling.</li> </ul> <p><b>Read:</b> Students will read the next section of the anchor text either independently or as a class. In this section, Gregor resigns himself to his new life, as he realizes his transformation affects more than just his physical form. Students will analyze how he is increasingly plagued by feelings of guilt and shame.</p> <p><b>Socratic Seminar:</b> In a Socratic seminar setting, students will discuss the think questions (SS): Students will use textual evidence from the memoir to support their contributions to the discussion.</p> <p><b>After reading:</b> Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the writer's notebook</p> <p><b>Read: Plessy vs. Ferguson</b> The excerpt from Plessy v. Ferguson offers a glimpse into the court case in which the Supreme Court affirmed states' ability to enforce segregation of public facilities under the doctrine of "separate but equal." The text prompts students to consider the impact that organized or systematic prejudice can have on an individual or group of people.</p> <p><b>Study Sync:</b> When following the Study Sync protocol for a paired text selection use the following resources in the order of your choosing. Teachers may choose their focus based on student needs.</p> <ul style="list-style-type: none"> <li>• Introduce the text- using video and discussion questions provided</li> <li>• Establish background knowledge and cultural awareness- questions provided</li> <li>• Revisit academic vocabulary</li> <li>• Read and annotate w/purpose</li> <li>• Text Talk</li> <li>• Comprehension Questions</li> <li>• Think Questions</li> <li>• Writer's Notebook Reflections/Responses</li> <li>• Comparative Writing</li> </ul> <p><b>Suggested Study Sync Skills Lessons:</b> Reasons and Evidence, Technical Language - Teachers may use SS suggested activities or create their own.</p>	<p>Socratic Seminar</p> <p>Comprehension Questions Write Prompt</p> <p>Annotations (SS) Text Talk (SS) Think Questions (SS) Vocabulary (SS) Writer's Notebook (SS)</p> <p>Skill: Reasons and Evidence, Technical Language (SS)</p> <p>Dialogue Activity</p> <p>Comprehension Questions Write Prompt Writer's Notebook</p>
<p>Anchor Text: <i>The Metamorphosis</i> 1-2 days</p>			

<p>Paired Reading: "Community Colleges vs. Technical Schools" (SS) "Overcoming Imposter Syndrome" (SS) 2-3 days</p> <p><i>Anchor Text:</i> <i>The Metamorphosis</i> 1-2 days</p> <p><i>Optional: Paired Read: "The Metamorphosis" w/ The Epilogue of When Breath Becomes Air</i></p> <p>Writing: The Personal Narrative/ The College Essay: 1-2 weeks</p>	<p>SWBAT: Reflect on the importance of goals and how vision boards can help achieve them by discussing ideas from the videos.</p> <p>SWBAT: Research and compare different post-high school options, presenting findings visually and explaining their pros and cons.</p> <p>SWBAT: Create a visual representation of personal goals and aspirations, demonstrating understanding of goal-setting concepts.</p>	<p><b>Optional- Suggested Dialogue Activity:</b> Ask students to identify the major points of both the majority opinion and the dissenting opinion and note where they address similar topics or ideas. Have students use these moments to write a dialog between Justices Brown and Harlan that preserves their rhetorical strategies in a more conversational context. Remind students that Supreme Court justices are accustomed to debating cases with consideration and respect for differing opinions. They should reflect these same values in the dialog they create.</p> <p><b>Read:</b> Continue to read the Metamorphosis</p> <p><b>After reading:</b></p> <p>Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the writer's notebook. Use the reader's guide for Think question/discussion prompts.</p> <p><b>Video Inspiration for Vision Board Assignment:</b> Students will be creating vision boards to prepare for their college essays/personal narratives. Choose from one/all the following videos to prepare. Discuss the ideas in the videos with students after watching.</p> <p><b><u>The importance of having goals in life.   Christian Troger   TEDxLend</u></b></p> <p><b><u>Everything About Vision Boards - How to Create and Use a Vision Board</u></b></p> <p><b><u>Drive: The Surprising Truth About What Motivates Us (Informational) (SS)</u></b></p> <p><b>Compare and Contrast Activity (Post- High School Options):</b> Students will choose from the following options to research in a group setting: technical schools, 4 yr colleges, community colleges, the military, and the job market etc. They will create a visual concept map, or chart (may be done digitally) and present their findings to the class.</p> <p>Points of comparison may include but are not limited to education/training requirements, length of programs, cost (tuition, fees, financial aid), career opportunities and salary expectations, pros and cons., lifestyle and commitment</p> <p><b>Read:</b> "Community Colleges vs. Technical Schools" (SS) and "Overcoming Imposter Syndrome" (SS). Teachers may choose from the provided list of Study Sync activities to assess comprehension.</p> <p><b>Vision Board:</b> Students will create a vision board to visually represent their goals, aspirations, and dreams for the future, helping them to clarify their intentions and stay motivated. Ask students to brainstorm and write down their goals and aspirations in different areas of their lives, such as:</p>	<p>Video Response</p> <p>Compare/Contrast Activity</p> <p>Vision Board</p> <p>Annotations (SS) Text Talk (SS) Think Questions (SS) Vocabulary (SS) Writer's Notebook (SS)</p> <p>The Personal Narrative/ The College Essay</p>
---	---	--	--

	<p>SWBAT: Draft and revise a personal narrative or college essay, applying essential writing skills and receiving peer and teacher feedback.</p>	<ul style="list-style-type: none"> <li>• Education and career</li> <li>• Personal growth and skills</li> <li>• Health and wellness</li> <li>• Relationships and family</li> <li>• Hobbies and interests</li> <li>• Travel and experiences</li> <li>• Encourage students to think about both short-term and long-term goals.</li> </ul> <p>*Vision boards can be created on poster paper or a digital platform such as Google slides. Once complete students should present/share their vision boards with the class.</p> <p><b>Read:</b></p> <p>Students will read the next section of the anchor text (Part 3) either independently or as a class. Optional: Assign the corresponding reading quiz in Study Sync or writing prompt. This can be done on the platform or in the writer’s notebook. Use the reader’s guide for Think question/discussion prompts.</p> <p><b>Personal Essay/ The College Essay:</b></p> <p>Provide students with samples (<a href="#">College Essay Guy</a>) of successful college essays to be shared and discussed with the class; students should identify the dos and don'ts of college essay writing. Students should also review the prompts listed on <a href="#">Common App announces 2024–2025 Common App essay prompts</a>. *Note* - Recognize that not all students may plan to attend a four-year university or college. Frame the assignment as a personal narrative that can also serve as a college essay.</p> <p>Prewriting Brainstorm Activities: Student choice</p> <p>Students should write their responses to these exercises in their journals. Suggested exercises: (<a href="#">College Essay Guy</a>)</p> <p>6- word Memoirs  Values Exercise  Vulnerability Exercise  Essence Objects Exercise  Feelings and Needs Exercise</p> <p><b>Review and Instruction:</b></p> <ul style="list-style-type: none"> <li>• Begin with lessons on essential writing skills, including prewriting, outlining, drafting, crafting hooks, and writing strong conclusions.</li> </ul> <p><b>Drafting Phase:</b></p> <ul style="list-style-type: none"> <li>• Students will start drafting their college essays in class, selecting one of the prompts provided by the Common App.</li> </ul> <p><b>Peer Editing and Revision:</b></p>	
--	--	---	--

		<ul style="list-style-type: none"> <li>• Incorporate a peer editing and revision session to allow students to give and receive feedback.</li> <li>• Schedule one-on-one conferences with students to provide individualized guidance before they submit their final drafts.</li> </ul> <p>*Refer to the self-selected texts provided by Study Sync listed in resources if any additional texts are needed*</p>	
--	--	--	--

## Standards

- ELA.L.SS.11–12.1** Demonstrate command of the system and structure of the English language when writing or speaking.
- ELA.L.KL.11–12.2.A** 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.
- ELA.L.VL.11–12.3** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- ELA.L.VL.11–12.3.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.
- ELA.L.VL.11–12.3.B** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- ELA.L.VL.11–12.3.C** Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- ELA.L.VL.11–12.3.D** 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.
- ELA.L.VI.11–12.4.A** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- ELA.L.VI.11–12.4.D** Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
- ELA.RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- ELA.RI.CR.11–12.1** Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- ELA.RL.CI.11–12.2** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- ELA.RI.CI.11–12.2** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- ELA.RL.IT.11–12.3** Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
- ELA.RI.IT.11–12.3** Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex

- set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- ELA.RL.TS.11–12.4** Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- ELA.RI.TS.11–12.4** Evaluate the author’s choices concerning structure and 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.
- ELA.RL.PP.11–12.5** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- ELA.RI.PP.11–12.5** Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- ELA.RL.MF.11–12.6** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
- ELA.RI.MF.11–12.6** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- ELA.RI.AA.11–12.7** Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- ELA.RL.CT.11–12.8** Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.
- ELA.RI.CT.11–12.8** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- ELA.W.IW.11–12.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.W.IW.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.
- ELA.W.IW.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.
- ELA.W.IW.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.
- ELA.W.IW.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.
- ELA.W.IW.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.
- ELA.W.IW.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).
- ELA.W.WP.11–12.4** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal

- writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.W.WR.11–12.5** 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.
- ELA.W.SE.11–12.6** 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).
- ELA.W.RW.11–12.7** 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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.ES.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.
- ELA.SL.PI.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.
- ELA.SL.UM.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.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

---

### **ELL (English Language Learners):**

**Language Support:** Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

**Reading Assistance:** Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

**Scaffolded Instruction:** Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

### **Gifted Students:**

**Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

Extended Projects: Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

Leadership and Teaching Roles: Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

**Special Education Students:**

Individualized Support: Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

Alternative Assessments: Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

Flexible Timelines: Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

Behavioral and Emotional Support: Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

**From Study Sync:** Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

---

## **Suggested Technological Innovations/Use**

Student Chromebooks

Study Sync Platform

Google Classroom/On Course Classroom

Use of Google Translate as needed

Skill Reinforcement: Kahoot, Blooket, etc.

Research Databases (Ebsco, Facts of File, Fact Cite etc.)

Peer-editing tools

---

## **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12. PF.3).
- 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning project.
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).



- 9.4.12.IML.3: Analyze data using tools and models to make valid and read ability.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL. IPRET.6).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

## Unit 2: Uncovering Truth

Content Area: **Language Arts**  
 Course(s): English 12 CP/Core  
 Time Period: Semester 1  
 Length: 5-6 weeks  
 Status: **Unpublished**

### Summary of the Unit

Unit 2: Uncovering Truth -Heroic narratives, spanning from ancient epics like Beowulf to contemporary superhero tales such as The Avengers, captivate audiences by exploring the eternal struggle between good and evil. These stories not only exhilarate with their heroic feats but also offer reassurance through the presence of protectors who safeguard society. By delving into the challenges faced by heroes and leaders, both fictional and real, readers gain insights into how adversity shapes personal identity and ethical choices. Moreover, these narratives serve as mirrors reflecting societal values, prompting us to contemplate our own roles and moral responsibilities.

In a comprehensive educational unit focused on medieval and English Renaissance literature, students will dissect iconic texts such as Beowulf and Sir Gawain and the Green Knight. This multifaceted approach encourages students to contemplate how individuals confront challenges, revealing their true selves in the process. Beginning as readers and evolving into writers, students will apply newfound insights into narrative elements to craft their own compelling stories, navigating themes of truth, identity, and moral complexity.

Throughout the unit, students will confront texts of varying complexity, from Shakespearean drama to contemporary nonfiction, honing their critical thinking and analytical skills. They will wrestle with archaic language in Beowulf and the intricacies of Shakespeare’s soliloquies, supported by modern adaptations and multimedia resources. Discussions and skill lessons on thematic analysis, language usage, and textual interpretation will scaffold their understanding, culminating in a deeper appreciation of how literature across ages continues to influence and resonate with contemporary society. This exploration not only enriches their literary understanding but also equips them to engage thoughtfully with the complexities of human nature and societal truths.

**\*This unit offers a thematic exploration of literature from the medieval period, following a suggested timeline based on the chronological order of literary works. Educators have the flexibility to skip or eliminate texts as necessary to best fit their instructional goals. \***

### Enduring Understandings

The challenges characters face in literature reflects the ways in which real-life challenges shape our identities and moral values. Analyzing how leaders and heroes navigate obstacles provides insights into their motivations, ethical dilemmas, and the broader societal values they represent.

Literature from the medieval period and the English Renaissance, such as Beowulf, Sir Gawain and the Green Knight, and Shakespearean dramas, offers profound lessons about truth, honor, and the complexities of human nature.

Mastering reading skills such as identifying central ideas, analyzing word patterns and relationships, and understanding connotation and denotation enables students to critically engage with and interpret diverse texts, enhancing their comprehension and analytical abilities.

Understanding key literary concepts such as point of view, theme, story elements, and dramatic structure allows students to appreciate the intricacies of language, style, and audience, fostering a deeper appreciation for both fiction and informational texts.

Proficiency in narrative writing techniques, including effective story beginnings, transitions, and descriptive details, empowers students to craft compelling narratives that captivate readers and convey nuanced themes and emotions.

Engaging in the writing process—from planning and drafting to revising, editing, and publishing—fosters students' development of organizational skills and enhances their ability to express complex ideas cohesively and with clarity.

### Essential Questions

How do challenges shape the people we become? How and why do leaders face challenges?

How do hero stories, from ancient epics like *Beowulf* to modern superhero narratives, reflect timeless human values and societal ideals?

In what ways do the challenges faced by literary characters mirror real-life obstacles, and how do these challenges shape their identities and moral perspectives?

What are the implications of different word patterns and relationships on the clarity and effectiveness of communication?

How does an author's choice of language, style, and audience impact the tone and reception of a text?

How do narrative techniques such as story beginnings, transitions, and descriptive details contribute to the development of compelling and immersive storytelling?

What organizational strategies are effective in structuring narrative writing to engage readers and convey a clear central or main idea?

How do the thematic elements in two different texts address similar issues, and what are the key differences in their approaches?

How do the relationships between characters illuminate the central themes of the work, and what do they reveal about human nature?

What is the significance of the chosen textual evidence in relation to character development, setting, or plot, and how does it enhance understanding of these elements?

How can quotes be effectively integrated into an argument or analysis to support a particular claim or interpretation?

### Summative Assessment and/or Summative Criteria

**Pop Culture Heroes Comparison (Heros vs. Heros)**- Students will research and compare real-life modern-day heroes, such as activists, scientists, or community leaders, with fictional superheroes who exhibit similar qualities and actions, exploring how both inspire and impact society in distinct yet meaningful ways.

**Creative Writing:** Write a modern-day pilgrim's tale, incorporating contemporary issues and settings. Make it a contest to keep aligned with the original texts.

**Comparative Analysis:** Write a 1.5 to 2-page essay comparing a theme from *Macbeth* or *A Midsummer Night's Dream* to a current events article.

### Resources

Unit resources labeled “(SS)” indicate texts included in *StudySync*.

Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

**Short Stories/Poems/Nonfiction Texts/Excerpts:**

- Beowulf (A Graphic Novel) (Fiction)
- Beowulf (Lines 144-300 – Heaney Translation) (Poetry)
- Sir Gawain and the Green Knight (Poetry)
- Truth Serum (Poetry)
- Canterbury Tales: The Pardoner's Prologue (Poetry)
- Shakespeare: World as a Stage (Argumentative)
- Macbeth
- A Midsummer Night's Dream

**Longer Texts:**

- *Beowulf*
- *Macbeth*
- *A Midsummer Night's Dream*
- *Sir Gawain and the Green Knight*
- *The Canterbury Tales*

**Self Selected Texts Options:** (Not required)

- [Grendel \(Fiction\)](#) (SS)
- [The Once and Future King \(Fiction\)](#) (SS)
- [The Ecclesiastical History of the English People \(Informational\)](#) (SS)
- [Shakespeare's Attitude Toward the Working Classes \(Informational\)](#) (SS)
- [A Midsummer Night's Dream \(Drama\)](#) (SS)

\*Please feel free to use the Vocabulary Power and Spelling Workbooks from Study Sync for additional literacy support as required throughout the unit.\*

**Websites:**

Study Sync

**Film/Media:**

[AVENGERS: ENDGAME All Movie Clips - Final Battle \(2019\)](#)

[Medieval Literature \(English\) - Binogi.com](#)

[What If You Lived During the Middle Ages?](#)

[Animated Epics: BEOWULF \(1998\) TV Movie \[360p\] HQ - Classic animation](#)

[Beowulf \(2007\) Trailer #1 | Movieclips Classic Trailers](#)

[Sir Gawain and the Green Knight](#)

[The Pardoner's Tale - animated](#)

[The Miller's and the Reeve's Tales - animated](#)

[The Wife of Bath's Tale - animated](#)

[The Knight's Tale - animated](#)

[Are Spongebob & His Friends Based On The 7 Deadly Sins? | Channel Frederator](#)

[Straight Outta Stratford-Upon-Avon - Shakespeare's Early Days: Crash Course Theater #14](#)

[Why Shakespeare Still Matters | Shakespeare's Influence](#)

[Shakespeare References in Rap Lyrics: An Animated History](#)

[Shakespearean dating tips - Anthony John Peters](#)

[Insults by Shakespeare](#)

**Google Documents (Shared Resources):**

[Interactive Heroic Timeline- Sample](#)

[Beowulf Intro Stations.pptx](#)

[Beowulf Stations: Student Responses](#)

[Knights of the Round Table Socratic Seminar Lesson Plan](#)

[Copy of All About Geoffrey Chaucer's Life](#)

Unit Plan

Topic /Selection Timeframe	General Objectives	Instructional Activities	Benchmarks /Assessments
<p>Unit 2 Introduction: Uncovering Truth 3-4 days</p>	<p>SWBAT analyze character motivations and challenges faced by heroes in a read-aloud</p> <p>SWBAT evaluate the impact of these actions on the story and synthesize connections between the text/movie and their own perceptions of heroism.</p> <p>SWBAT analyze the evolution of heroism by creating an interactive timeline that connects ancient epics like Beowulf to modern superhero stories.</p> <p>SWBAT analyze the historical and cultural context of medieval literature by examining the social, political, and religious influences of the time, enabling them to better interpret and analyze key texts from the medieval period.</p>	<p><b>Interactive Read-Aloud/Watch:</b> Start with an engaging read-aloud session from an excerpt of a heroic narrative like Beowulf or a modern superhero comic (or play a scene from Spiderman/Captain America/The Avengers <a href="#">AVENGERS: ENDGAME All Movie Clips - Final Battle (2019)</a> etc.). Pause at key moments to discuss character motivations, challenges faced, and the impact of their actions on the story. Encourage students to make connections between the text/movie and their own perceptions of heroism. Ask the following questions. How do challenges shape the people we become? How and why do leaders face challenges? What do readers learn by reading about heroes, characters, and leaders and what they do in moments of challenge? What do these stories teach us about ourselves and our society? Respond in Writer’s Notebook</p> <p><b>Interactive Timeline:</b> Create a large timeline on a bulletin board or digitally that spans from ancient epics to modern superhero stories. <a href="#">Interactive Heroic Timeline- Sample</a> Include key events and characters from texts like Beowulf, The Canterbury Tales, Shakespearean dramas, and contemporary films. This will provide the visual that will show students the origins of superhero stories and connect ancient epics to modern superhero narratives; highlighting that today's superheroes are extensions of the originals. This will also provide a segue to reading Medieval Literature.</p> <p><b>Historical Context Activities:</b> Provide students with the historical context of the Medieval Period.</p> <p><b>Study Sync:</b></p> <p>Video: Play the Uncovering Truth unit overview video and read the excerpt provided. Assign: Literary Focus: The Medieval Period (Vocabulary, Text Talk, Reading Comprehension, and Think Questions).</p> <p><b>Lesson Extensions (Optional):</b></p> <p>Historical Context: Teach or provide a visual of the structure of feudalism.</p> <p>Art Extensions: Have the students create a Coat of Arms, Shields, Chain Mail, Stain Glass Window, Knight Tunic</p> <p>Game Extensions: Have students engage in Game of Life (Medieval Times), Capture of the Flag, Juggling</p> <p>Video Extensions: <a href="#">What If You Lived During the Middle Ages? Medieval Literature (English) - Binogi.com</a></p>	<p>Read-Aloud/Video Analysis</p> <p>Writer’s Notebook</p> <p>Heros/Epics Interactive Timeline</p> <p>Vocabulary (SS)</p> <p>Text Talk (SS)</p> <p>Reading Comprehension (SS)</p> <p>Think Questions (SS)</p>

<p><i>Beowulf</i> (A Graphic Novel or Text) Introduction 2 weeks</p>	<p>SWBAT analyze themes and cultural aspects of <i>Beowulf</i> through station activities and predict story elements based on the <i>Beowulf</i> trailer.</p> <p>SWBAT analyze and annotate an excerpt from <i>Beowulf</i>, identifying unfamiliar vocabulary, asking questions about unclear passages, and noting key details and connections, in order to evaluate how the portrayal of <i>Beowulf</i> reflects the qualities of an Anglo-Saxon hero.</p> <p>SWBAT analyze multiple interpretations of excerpts from the poem “<i>Beowulf</i>”, evaluating how each version interprets the source text</p> <p>SWBAT identify patterns of word changes to indicate different meanings or parts of speech.</p> <p>SWBAT identify the stages of the Hero’s journey and examples of common literary archetypes.</p> <p>SWBAT Compare and contrast real-life modern-day heroes with fictional superheroes, identifying shared qualities and societal</p>	<p><b>Introduction to <i>Beowulf</i> Stations:</b> Student groups rotate between six stations where they will read about heroic code, the language of <i>Beowulf</i>, Anglo-Saxon customs/riddles, etc. associated with <b>Beowulf</b>. <a href="#">Beowulf Intro Stations.pptx</a> <a href="#">Beowulf Stations: Student Responses</a></p> <p>Play the <i>Beowulf</i> Trailer <a href="#">Beowulf (2007) Trailer #1   Movieclips Classic Trailers</a> and have students make predictions about the story in their Writer’s Notebooks.</p> <p><b>Read and Annotate:</b> <i>Beowulf</i> (A Graphic Novel) (SS) or the original text</p> <p>Have students independently read and annotate the excerpt. Ask students to use the annotation tool as they read to:</p> <p>note unfamiliar vocabulary and use context clues to analyze and determine the meaning of the vocabulary terms “comrades,” “valorous,” “devour,” “predict,” and “valiant”</p> <p>ask questions about passages of the text that may be unclear or unresolved</p> <p>identify key details, events, characters, and connections between them</p> <p>establish a purpose for reading and track specific important information as they read</p> <p>Complete the Comprehension Quiz (SS)</p> <p>Literary Analysis Response: How does the portrayal of <i>Beowulf</i> in this excerpt reveal the qualities of an Anglo-Saxon hero? Use textual evidence.</p> <p><b>Skill Lessons:</b> Media and Word Patterns and Relationships *The teacher has the option to utilize the Study Sync platform or any preferred method for instruction to review the skills lessons*</p> <p><b>Close Read: <i>Beowulf</i> (Lines 144-300- Heaney Translation) (SS):</b></p> <p>Have students read and annotate. Show the Study Sync TV model as a demonstration for discussing difficult texts. (Optional): Respond to the Write question in their writer’s notebooks.</p> <p><b>Lesson: The Hero’s Journey/Archetypes</b></p> <p>Introduce students to the Hero’s Journey by outlining the stages: Call to Adventure, Refusal of the Call, Crossing the Threshold, Trials, Approach to the Inmost Cave, Ordeal, Reward, The Road Back, Resurrection, and Return with the Elixir, using examples from literature and film to illustrate each stage.</p> <p>Teach students about archetypes by discussing universal symbols and characters found across cultures and literature, such as the Hero, Mentor, Shadow, Trickster, and others, using examples to illustrate their roles and significance in storytelling and character development.</p>	<p>Station Response Sheet</p> <p>Writer’s Notebook</p> <p>Annotations</p> <p>Comprehension Quiz (SS)</p> <p>Literary Analysis Response</p> <p>Vocabulary (SS)</p> <p>Model (SS)</p> <p>Your Turn Activity (SS)</p> <p>Heroes Vs. Heroes Presentation</p>
--	---	--	--

	impacts, while analyzing their archetypes and hero's journeys to explore universal narratives and motifs.	<p><b>Pop Culture Heroes Comparison (Heros vs. Heros)</b>- Students will research and compare real-life modern-day heroes, such as activists, scientists, or community leaders, with fictional superheroes who exhibit similar qualities and actions, exploring how both inspire and impact society in distinct yet meaningful ways. Additionally, students will analyze and determine the archetypes and hero's journeys of these figures to deepen their understanding of the universal narratives and motifs that underpin their stories. Students should display their work either digitally or in a poster format. Ex. Malala Yousafzai (Real-life Hero) - Wonder Woman (Superhero)</p> <p><b>*Continue reading and annotating Beowulf text, or opt to experience the remainder of the epic poem through an engaging animated film adaptation (see below) Assign writing and comprehension questions as you deem appropriate*</b></p> <p><a href="#">Animated Epics: BEOWULF (1998) TV Movie [360p] HQ - Classic animation</a></p>	
<p>“Sir Gawain and the Green Knight” 1 week</p>	<p>SWBAT analyze and evaluate the themes, symbols, and moral lessons in “Sir Gawain and the Green Knight”</p>	<p><b>Introduce the Text (SS):</b> As a class, watch the video preview and have students read the introduction in pairs to make connections to the video preview. To activate prior knowledge and experiences, ask students: What part of the video stood out to you the most? How would you react to having a surprise visitor at your home?</p> <p>Optional: Developing Background Knowledge and Cultural Awareness- Find out what your students already know about stories involving chivalry.</p> <p>Generate a list (on the board or on paper) of any information or ideas your students have about chivalry. Discuss whether chivalry exists today, and if so, how it compares to medieval chivalry. Discuss.</p> <p><b>Read and annotate:</b> Have students independently (or as a whole class) read and annotate “Sir Gawain and The Green Knight” and to use the annotation tool as they read. Optional Study Sync Assessments: Assign the vocabulary, reading quiz, reading comprehension, text talk, or culminating writing prompt. Teachers may choose based on student needs.</p> <p><b>Knights of the Round Table Discussion (Socratic):</b> Students will engage in a Socratic discussion to analyze and discuss key themes, character motivations, and the moral and ethical dilemmas presented in "Sir Gawain and the Green Knight." Use the resource below or create your own discussion questions or have students create the questions for discussion. <a href="#">Knights of the Round Table Socratic Seminar Lesson Plan</a></p>	<p>Annotations (SS) Vocabulary (SS) Text Talk (SS) Reading Comprehension (SS) Think Questions (SS) Writer’s Notebook (SS)</p> <p>Socratic Seminar</p> <p>Medieval Feast Etiquette</p>
<p>“Sir Gawain and the Green Knight” Optional Extended Assignment</p>	<p>SWBAT engage in a Socratic seminar to analyze and discuss key themes, character motivations, and the moral and ethical dilemmas presented in "Sir Gawain and the Green Knight."</p> <p>SWBAT research and identify key etiquette and expectations of a medieval feast, including attire, seating</p>		

	<p>arrangements, table manners, and typical courses, to take detailed notes for creating an informative guidebook.</p> <p>SWBAT collaboratively create a comprehensive guidebook for a medieval feast, considering tone, intended audience, and the integration of graphics and text, and will share and critique their guidebooks with peers to evaluate helpfulness and potential applications.</p>	<p><b>Optional Extended Assignment: From Study Sync</b></p> <p>Beyond the Book Research: Medieval Feast Manners-The Green Knight arrives with a message during a medieval feast. Students will research the significance and rules of a medieval feast to create a rule book for future guests to follow.</p> <p>In groups, ask students to:</p> <p>Research etiquette and expectations associated with a medieval feast. Take notes and pay attention to small details. What are guests expected to wear? How do they know where to sit? Which table manners and eating norms should they know about? How many courses is typical? Create a guidebook for guests to follow so they know what to expect and how to behave. Be aware of the following as they create their guides: Tone Intended audience Integration of graphics and text Share and critique guides.</p> <p>To reflect, ask students:</p> <p>Which guides were the most helpful? Why? What other occasions should come with guidebooks?</p> <p style="text-align: center;"><a href="#"><u>Sir Gawain and the Green Knight</u></a></p>	<p>Guidebook</p>
<p>Paired Reading Poem "Truth Serum" (SS) 2-3 days</p>	<p>SWBAT read and annotate the poem "Truth Serum" by identifying and explaining the poet's use of imagery through the five senses, using a graphic organizer to aid their analysis.</p> <p>SWBAT write an original poem about "Truth Serum" as it applies to their own life, incorporating sensory details inspired by Naomi Shihab Nye's poem to enhance their writing.</p>	<p><b>Skills Review:</b> Figurative language in poetry (specifically imagery) *The teacher has the option to utilize the Study Sync platform or any preferred method for instruction to review the skills lessons*</p> <p><b>Read and annotate:</b> "Truth Serum" (SS) - Utilize a graphic organizer to help students analyze how imagery is used by having them identify and explain the poet's use of the five senses. Optional: Read the poem to the students first and have them try to draw the image that they see in their mind before close reading the poem. Discuss their visuals.</p> <p><b>Write:</b> Think about places, people, and experiences that bring truth and happiness into your life. Then write a poem about "Truth Serum" as you see it applied to your life. You may use Naomi Shihab Nye's poem, including her use of sensory details, as a model for your own writing.</p>	<p>Imagery: Skills Review</p> <p>Annotations (SS) Comprehension Questions (SS) Text Talk (SS)</p> <p>Original Poem</p>

<p><i>The Canterbury Tales</i> 1-2 weeks</p> <p><i>Chaucer Introduction</i></p> <p>“The Prologue”</p> <p>During Reading: “The Pardoner’s Tale” “The Miller’s Tale” “The Wife of Bath’s Tale” “The Knight’s Tale”</p>	<p>SWBAT analyze and identify the point of view, connotation and denotation, and other literary elements in medieval literature through guided instruction and activities.</p> <p>SWBAT predict the content and themes of stories in "The Canterbury Tales" based on character descriptions and discuss their predictions with classmates to explore similarities and differences.</p> <p>SWBAT annotate and analyze "The Canterbury Tales" using Study Sync or other chosen methods, focusing on character analysis, themes, and the seven deadly sins to understand Chaucer’s social commentary.</p>	<p><b>*Teachers may choose one tale or all three tales to share with their students*</b></p> <p><b>Skills Lessons (if needed):</b> Point of view, Connotation and Denotation, Analyzing Medieval Literature *The teacher has the option to utilize the Study Sync platform or any preferred method for instruction to review the skills lessons*</p> <p><b>Background Information:</b> Students will read about the author’s background and discuss reasons why Chaucer may have written “The Canterbury Tales.” <a href="#">Copy of All About Geoffrey Chaucer's Life</a></p> <p><b>The General Prologue Prediction Activity:</b> Provide students with excerpts or summaries of the General Prologue that describe the various pilgrims. Read aloud or pair students with reading partners. Provide teacher made character descriptions/cards (specifically the Pardoner, Miller and Wife of Bath). Hand out prediction worksheets with the following prompts:</p> <p>Based on the description of your pilgrims, predict what type of story they might tell. Consider their background, personality, and social status. What themes or morals do you think their story will include? How might their story reflect or contradict their personal characteristics? Pair up with a classmate and share your predictions and discuss any similarities or differences in your predictions.</p> <p><b>During Reading Activities (Teacher choice):</b></p> <p><b>Study Sync Activities:</b> When following the Study Sync protocol for a paired text selection use the following resources in the order of your choosing. Teachers may choose their focus based on student needs.</p> <ul style="list-style-type: none"> <li>• Introduce the text- using video and discussion questions provided</li> <li>• Establish background knowledge and cultural awareness- questions provided</li> <li>• Revisit academic vocabulary</li> <li>• Read and annotate w/purpose</li> <li>• Text Talk</li> <li>• Comprehension Questions</li> <li>• Think Questions</li> <li>• Writer’s Notebook Reflections/Responses</li> <li>• Comparative Writing</li> </ul> <p><b>Character Analysis Charts:</b> Fill in charts for each pilgrim, including appearance, profession, and apparent reason for making the pilgrimage to Canterbury.</p>	<p>Skills Review</p> <p>Background Information: Chaucer and his Tales</p> <p>Prediction Response</p> <p>Annotations (SS) Vocabulary (SS) Text Talk (SS) Reading Comprehension (SS) Think Questions (SS) Writer’s Notebook (SS)</p> <p>7 Deadly Sins Analysis</p>
--	--	---	--



<p>After Reading:          “The Pardoner’s Tale”          “The Miller’s Tale”          “The Wife of Bath’s Tale”          “The Knight’s Tale”</p>	<p>SWBAT engage in group discussions, debates, and creative writing activities to deepen their understanding of the themes, characters, and moral lessons in "The Canterbury Tales," and express their interpretations through various media.</p> <p>SWBAT engage in group discussions, debates, and creative writing activities to deepen their understanding of the themes, characters, and moral lessons in "The Canterbury Tales," and express their interpretations through various media.</p>	<p><b>Seven Deadly Sins Connection:</b> Analyze and identify how the seven deadly sins are portrayed through the characters in “The Canterbury Tales,” enhancing students' understanding of medieval morality and Chaucer’s social commentary. Use modern day characters to help with understanding such as: <a href="#">Are Spongebob &amp; His Friends Based On The 7 Deadly Sins?   Channel Frederator</a></p> <p><b>Group discussion:</b> Meet in groups to discuss Chaucer’s attitude towards: Knight, Pardoner, Wife of Bath, and Miller. Teach a mini-lesson on tone and use of language (irony/characterization) - groups will then identify and explain examples from the text.</p> <p><b>Debate:</b> Debate the degree of responsibility in “The Pardoner’s Tale” or the Miller’s Tale. “Example: Divide the class into two teams and debate either that the Old Man is most responsible for the death of the three rioters or that the rioters were consumed in greed and, therefore, responsible for their own deaths.</p> <p><b>Vocabulary Building:</b> Compile a glossary of Middle English terms and their modern equivalents.</p> <p><b>Theme Identification:</b> Identify and discuss major themes such as social class, corruption, and morality.</p> <p><b>Creative Writing:</b> Write a modern day pilgrim’s tale, incorporating contemporary issues and settings. Make it a contest to keep aligned with the original texts.</p> <p><b>Art Integration:</b> Illustrate scenes or characters from “The Canterbury Tales” to visualize the text.</p> <p><b>Comparative Analysis:</b> Play the animated versions of the tales and have students write a comparative analysis of the original text and the animated interpretation.</p> <p><a href="#">The Pardoner's Tale - animated</a></p> <p><a href="#">The Miller's and the Reeve's Tales - animated</a></p> <p><a href="#">The Wife of Bath's Tale - animated</a></p> <p><a href="#">The Knight's Tale - animated</a></p> <p><b>Connection back to the unit’s title and essential questions.</b></p>	<p>Group Discussions</p> <p>Debate</p> <p>Vocabulary Builder</p> <p>Theme Analysis</p> <p>Original Canterbury Tale</p> <p>Illustration</p>
<p>Shakespeare:          The World As Stage</p>	<p>SWBAT identify key facts about Shakespeare's</p>	<p><b>Introduction to Shakespeare:</b></p> <p><b>Before Reading Options:</b></p> <p><b>Presentation:</b> Create a multimedia presentation (slides, video)</p>	<p>Annotations (SS)</p>

<p>1-2 days</p>	<p>life, including his birth, family, education, and career milestones.</p> <p>SWBAT analyze an informational text that examines whether Shakespeare was the true author of his plays.</p> <p>SWBAT conduct research on Shakespeare's life and compile their findings into a coherent biographical sketch.</p> <p>SWBAT describe the significance of the Globe Theatre and its impact on Shakespeare's plays.</p> <p>SWBAT create and understand the humorous and playful use of language in Shakespeare's works.</p> <p>SWBAT comprehend and explain the meaning of famous Shakespearean quotes.</p>	<p>that covers key aspects of Shakespeare's life. Include information about his birthplace, family, education, marriage, and career.</p> <p><b>Study Sync:</b> Assign the reading: "Shakespeare: The World As Stage"- Students should complete the first read assignment: video, reading, reading quiz, think questions 1-3. If needed, consider the skills review suggested: Informational Text Elements.</p> <p><b>Web Quest:</b> Organize a web quest where students explore various online resources to find information about Shakespeare's life and works.</p> <p><b>Biographical Sketch:</b> Have students create a biographical sketch or timeline of Shakespeare's life using the information gathered.</p> <p><b>Globe Theatre Virtual Tour:</b> Have students take a virtual tour of the Globe Theatre in London. <a href="#">Virtual tour   Discover   Shakespeare's Globe</a> Set it up like a scavenger hunt with questions. After the tour, hold a discussion on the significance of the Globe Theatre and its impact on Shakespeare's plays.</p> <p><b>Language:</b> Introduce students to the playful side of Shakespeare with a list of his creative insults. Have students create their own Shakespearean insults using an insult generator.</p> <p><b>Activity:</b> Provide students with a list of famous Shakespearean quotes and their modern-day translations. Have students match the quote with its translation and discuss its meaning.</p> <p><a href="#">Straight Outta Stratford-Upon-Avon - Shakespeare's Early Days: Crash Course Theater #14</a></p> <p><a href="#">Why Shakespeare Still Matters   Shakespeare's Influence</a></p> <p><a href="#">Shakespeare References in Rap Lyrics: An Animated History</a></p> <p><a href="#">Shakespearean dating tips - Anthony John Peters</a></p> <p><a href="#">Insults by Shakespeare</a></p>	<p>Vocabulary (SS)</p> <p>Text Talk (SS)</p> <p>Reading Comprehension (SS)</p> <p>Think Questions (SS)</p> <p>Writer's Notebook (SS)</p> <p>Web Quest</p> <p>Bio Sketch</p> <p>Virtual Tour</p> <p>Language Study</p> <p>Quote Analysis</p>
<p>Option 1: Tragedy <i>Macbeth</i> 2-3 weeks</p> <p>Introductory Activities</p>	<p>SWBAT read, analyze, and respond to <i>Macbeth</i> by engaging in vocabulary review, annotating the text, answering comprehension questions, discussing think questions, and completing extended writing prompts.</p> <p>SWBAT identify and describe the main characters in <i>Macbeth</i></p>	<p><b>Shakespeare Reading Option 1: <i>Macbeth</i></b></p> <p><b>*Study Sync*:</b> During the reading of <i>Macbeth</i>, educators may opt to follow the step-by-step Study Sync protocols, which include vocabulary review, reading and annotation, comprehension questions, think questions, text talk questions, and extended writing prompts. Based on student needs and time constraints, educators can select the most appropriate activities. Alternatively, they may utilize the guided activities listed below or a combination of both Study Sync and these supplementary activities.</p> <p><b>Character Introduction Activity:</b> Create character cards for the main characters in <i>Macbeth</i> (Macbeth, Lady Macbeth, the Witches, Banquo, etc.). Have students work in groups to discuss and predict the roles and relationships of these characters based on the cards.</p> <p><b>Explore the Supernatural Activity:</b> Discuss the role of the supernatural in Elizabethan England and in Shakespeare's</p>	<p>Annotations (SS)</p> <p>Vocabulary (SS)</p> <p>Text Talk (SS)</p> <p>Reading Comprehension (SS)</p> <p>Think Questions (SS)</p> <p>Writer's Notebook (SS)</p> <p>Character Cards</p>

Structure of a Tragedy	and predict their roles in the story.	plays. Introduce the Weird Sisters and their significance in <i>Macbeth</i> . Show clips from various adaptations to illustrate their portrayal.	Film Analysis
During Reading:	SWBAT understand the significance of the supernatural elements in <i>Macbeth</i> and their impact on the plot.	<b>Witches' Prophecy Writing Exercise:</b> Have students write their own prophecies for a modern-day scenario. Discuss the impact of these prophecies on individuals and society.	Writer's Notebook
Writer's Notebooks	SWBAT understand the concept of prophecy in <i>Macbeth</i> and its implications for the characters.	<b>Gallery Walk:</b> Set up a gallery walk with images, quotes, and historical facts about <i>Macbeth</i> , Shakespeare, and the Elizabethan era. Have students walk around and take notes.	Gallery Walk
Asides/Soliloquies	SWBAT gather information about <i>Macbeth</i> , its historical context, and its significance.	<b>*Structure of Tragedy*</b> - Explore the steps in the plot structure of a Shakespearean tragedy. Draw Freytag's pyramid in notebook. Label the sections of the pyramid, noting how each corresponds to an act in the drama. Write one sentence that defines each element of a Shakespearean tragedy and predict where each element will occur in the five acts of <i>Macbeth</i> .	Plot Activity
	SWBAT analyze the plot structure of a Shakespearean tragedy by drawing and labeling Freytag's pyramid, defining each element, and predicting where these elements occur in <i>Macbeth</i> .	<b>Journal:</b> Students will write an answer to "Are you an ambitious person? In order to get ahead in life, do you think it takes unethical actions like lying and stealing?" As students read the play, they will list any references that qualify ambition as either positive or negative (good or evil)	Journal
Quote Analysis	SWBAT reflect on personal ambition and unethical actions through journal writing and track how ambition is portrayed as positive or negative in <i>Macbeth</i> .	<b>Soliloquy Activities:</b> Students will define terms aside and soliloquy in their writer's notebooks. As play is read, students will decipher from text which lines are asides and which are soliloquies. Students will evaluate how soliloquies help in characterization/ development of a character's (innermost thoughts and motives).	Soliloquy Characterization
Characterization of Witches	SWBAT distinguish between asides and soliloquies in <i>Macbeth</i> and analyze how soliloquies reveal character motives and development.	<ul style="list-style-type: none"> <li>• With a partner, paraphrase the soliloquy that begins Scene 7. Then in a group of 4, discuss the following: <ul style="list-style-type: none"> <li>- Does Macbeth have more reasons for or against killing Duncan? List the reasons for NOT killing the king.</li> <li>- Does Macbeth seem fully aware of the consequences of the planned murder?</li> <li>- At the conclusion of the soliloquy, what decision does he seem to make? Why does he change his mind?</li> </ul> </li> <li>• Read aloud paraphrases of the scene.</li> <li>• Discuss the imagery in the soliloquy.</li> </ul>	Quote Analysis
Lady Macbeth and Macbeth's Character Development	SWBAT paraphrase and discuss the soliloquy from Scene 7, evaluating Macbeth's reasons for and against killing Duncan, his awareness of consequences, and	<b>Quote Analysis: Students will demonstrate how to write an effective quote analysis by first examining examples and taking notes on the steps involved.</b> They will then practice this strategy using pre-selected quotes from <i>Macbeth</i> . These quotes, previously discussed in class, will serve as a rough draft for their final written analysis.	Character Development Activity
		<ul style="list-style-type: none"> <li>• After reviewing the guidelines and rubric for the quote analysis assignment, students will work in pairs to complete a rough draft using a graphic organizer for one of the five quotes from <i>Macbeth</i>. They will submit their drafts by the end</li> </ul>	

<p>Plot Structure</p>	<p>his decision-making process.</p> <p>SWBAT perform effective quote analysis by examining examples, taking notes, and using pre-selected quotes from Macbeth to draft and refine their written analysis.</p> <p>SWBAT identify and analyze the witches' characterization in Macbeth, including their appearance, speech, and prophecies, and connect these elements to the theme of "fate vs. free will."</p> <p>SWBAT analyze the character development of Lady Macbeth and Macbeth by examining their thoughts, actions, and reactions to the murders, and determine who is in charge and at fault.</p>	<p>of the period, and the teacher will provide feedback for the next day's lesson, where students will finalize their analysis and type up the final draft on Chromebooks.</p> <p><b>Characterization (Witches):</b> Students will identify the elements of characterization of the witches in <i>Macbeth</i>, including their physical appearance, paradoxical speech, and prophecies. They will also explore whether the witches are truly evil. Additionally, students will connect the theme of "fate vs. free will" to the witches' behavior, language, and prophecies, identifying examples that align with this theme.</p> <p><b>Character Development (Lady Macbeth and Macbeth)</b> Examine the characters through thoughts, actions, and speech of Lady Macbeth and Macbeth. Who is in charge? Who is at fault? How do they react to the murders? Are they evil?</p> <ul style="list-style-type: none"> <li>● Supplement-The Search for Evil Research Project. With a partner, students will choose a representation of the force of evil from around the world and report back to the class on their villain. Was their villain good at one point in their life?</li> </ul> <p><b>Climax:</b> Read aloud Act III, Scene 3 and explain why this scene is the play's turning point (climax). Return to your diagram of the play as a pyramid. Fill in the events that make up the rising action and mark the play's climax.</p> <p><b>Conflict:</b> Using the following characters: Macbeth, Lady Macbeth, Duncan, Banquo, and the three witches. State a conflict that each has. Cite the lines that show the conflict in each of the first three acts. What is the greatest conflict yet? Working in groups, brainstorm which actions, words, or opinions support Macbeth as a tragic hero using, these criteria:</p>	<p>Plot Review</p> <p>Conflict</p>
<p>Film Analysis</p>	<p>SWBAT research and present on a global representation of evil, discussing its historical context and whether the villain was ever good.</p>	<p>a member of the power class by birth, conquest, or usurpation</p> <p>a more fully realized human being than others, heightened power and destiny</p> <p>character whose fate is product of what others do and what he/she chooses to do</p> <p>strong individualism, extremism</p> <p>representative of humankind in a universal sense</p> <p>intelligence &amp; sensitivity of learning through suffering</p> <p>isolation</p> <p>personal courage in acceptance of death of annihilation</p> <p>elements of true goodness in his character</p>	<p>Film Analysis</p>
<p>Comparative Essay</p>	<p>SWBAT identify and explain the climax of Macbeth by reading Act III, Scene 3, updating their plot diagram, and analyzing the turning point in the play.</p> <p>SWBAT analyze conflicts involving Macbeth, Lady Macbeth, Duncan, Banquo, and the witches by citing lines from the first three acts and</p>	<p><b>Film Analysis:</b> View several scenes from the Polanski version of <i>Macbeth</i>. Note similarities and differences in film and text. Write about the way each scene is produced. Include:</p> <ul style="list-style-type: none"> <li>use of light</li> <li>special effects o costumes</li> <li>mood of the actors</li> </ul> <p>Which was better? Worse? Explain.</p> <p><b>Comparative Essay:</b> For this essay, students will be analyzing a</p>	<p>Comparative Essay</p>

	<p>determining the greatest conflict.</p> <p>SWBAT evaluate Macbeth as a tragic hero by discussing his traits and actions that fit criteria such as power class, individualism, and learning through suffering.</p> <p>SWBAT compare scenes from Polanski's Macbeth with the text by noting differences in production elements and discussing which version was more effective.</p> <p>SWBAT write a comparative essay analyzing a theme from Macbeth and relating it to a current events article, following a structured format including an introduction, article summary, theme comparison, and conclusion.</p>	<p>theme of Macbeth and comparing the play to a current events article. Find a current events article (from a newspaper, magazine, online article, etc.) that you can relate to one of the themes we have studied in <i>Macbeth</i>. Choose from the following themes:</p> <p>Theme Options for Your Essay:</p> <ol style="list-style-type: none"> <li>1. False Appearances/Things Are Not What They Seem: Consider articles about politicians, celebrities, or situations in current news that appear one way but are different.</li> <li>2. Blind Ambition/Greed/Power Hungry: Look for an article about someone acting recklessly or thoughtlessly to gain more power, money, or fame, displaying blind ambition by causing more harm than good to get ahead.</li> <li>3. Reversal of Gender Roles: Find an article related to women in power, feminism, or gender role reversal, either in a literal or figurative sense.</li> <li>4. The Corruption of Power: Identify an article about someone in a high position of respect who abused their power, leading to corruption.</li> <li>5. Fate vs. Free Will: Investigate articles or stories related to fate or free will, such as medical issues versus religious beliefs (e.g., Scientology's stance against medication even if it could be lifesaving).</li> <li>6. The Effect of Superstition on One's Behavior/Supernatural: Find an article that discusses how superstition or the supernatural influences behavior, such as psychic scams or superstitions preventing actions.</li> </ol> <ul style="list-style-type: none"> <li>● Student goal is to produce a 1.5 to 2-page essay that discusses how a chosen article relates to one of the themes in <i>Macbeth</i>. The format of your essay should include:       <ol style="list-style-type: none"> <li>1. Introductory Paragraph: A 5-7 sentence introduction.</li> <li>2. Summary of the Article: 1-2 paragraphs explaining the article and its significance, and how the chosen theme applies to it.</li> <li>3. Comparison to Macbeth: 2 paragraphs detailing the similarities between the article and Macbeth, using quotes from both the article and the play to support your argument and highlight the theme.</li> <li>4. Closing Paragraph: A concluding paragraph to wrap up your analysis.</li> </ol> </li> </ul> <p><b>Skills Lessons: (Optional)</b>- Plot Structure, Conflict, Textual Evidence, Integrating Quotes, The Writing Process</p>	
--	--	--	--

<p>Option 2: Comedy <i>A Midsummer Night's Dream</i> 2-3 Weeks</p> <p>Introductory Activities</p> <p>Structure of a Tragedy</p> <p>During Reading: Writer's Notebooks</p> <p>Asides/Soliloquies</p> <p>Quote Analysis</p>	<p>SWBAT read, analyze, and respond to <i>A Midsummer Night's Dream</i> by engaging in vocabulary review, annotating the text, answering comprehension questions, discussing think questions, and completing extended writing prompts.</p> <p>SWBAT identify and describe the main characters in <i>A Midsummer Night's Dream</i> and predict their roles in the story.</p> <p>SWBAT understand the significance of the supernatural elements in <i>A Midsummer Night's Dream</i> and their impact on the plot.</p> <p>SWBAT explore the theme of dreams and imagination in <i>A Midsummer Night's Dream</i> and relate it to their own experiences.</p> <p>SWBAT gather information about <i>A Midsummer Night's Dream</i>, its historical context, and its significance</p> <p>SWBAT identify and describe the elements of the plot structure in a Shakespearean comedy and predict where each element will occur in the five acts of <i>A Midsummer Night's Dream</i></p> <p>SWBAT express their</p>	<p><b>Shakespeare Reading Option 2: <i>A Midsummer Night's Dream</i></b></p> <p><b>*Study Sync*:</b> During the reading of <i>A Midsummer Night's Dream</i>, educators may opt to follow the step-by-step Study Sync protocols, which include vocabulary review, reading and annotation, comprehension questions, think questions, text talk questions, and extended writing prompts. Based on student needs and time constraints, educators can select the most appropriate activities. Alternatively, they may utilize the guided activities listed below or a combination of both Study Sync and these supplementary activities.</p> <p><b>Character Introduction Activity:</b> Create character cards for the main characters (e.g., Puck, Oberon, Titania, Hermia, Lysander, Demetrius, Helena). Have students work in pairs to discuss and predict the relationships and roles of these characters in the play.</p> <p><b>Exploring the Supernatural and Fairy World:</b> Discuss the role of the supernatural in Elizabethan literature and introduce the fairies in <i>A Midsummer Night's Dream</i>. Show clips or images of different adaptations to illustrate the fairy world.</p> <p><b>Dreams and Imagination Writing Exercise:</b> Have students write about a dream they have had or an imaginative scenario. Discuss how dreams and imagination play a role in <i>A Midsummer Night's Dream</i>.</p> <p><b>Gallery Walk:</b> Set up a gallery walk with images, quotes, and historical facts about <i>A Midsummer Night's Dream</i>, Shakespeare, and the Elizabethan era. Have students walk around and take notes.</p> <p><b>Structure of Comedy:</b> Draw Freytag's pyramid in your notebook, labeling the key elements of a Shakespearean comedy: exposition, rising action, climax, falling action, and resolution. As you read <i>A Midsummer Night's Dream</i>, label these elements on your pyramid and predict where each will occur in the play. Write a brief sentence defining each element.</p> <p><b>Journal Reflection:</b> Write a journal entry addressing the following questions: Are you a romantic person who believes in true love? How do dreams influence your reality? As you read the play, list any references or scenes that depict themes of love and dreams. Reflect on how these elements are presented and their impact on the characters and plot.</p> <p><b>Soliloquy Activities:</b> Define the terms "soliloquy" and "aside" in your writer's notebook. As the play is read, identify which lines are soliloquies and which are asides. Evaluate how the soliloquies contribute to the development of characters' inner thoughts and motivations. Discuss your findings with your class or in a group, focusing on how these elements affect the plot and character development.</p>	<p>Annotations (SS)</p> <p>Vocabulary (SS)</p> <p>Text Talk (SS)</p> <p>Reading Comprehension (SS)</p> <p>Think Questions (SS)</p> <p>Writer's Notebook (SS)</p> <p>Character Introduction Activity</p> <p>Research</p> <p>Writer's Notebook</p> <p>Gallery Walk</p> <p>Plot Structure</p> <p>Journal</p> <p>Soliloquy Activity</p> <p>Character Development</p>
---	---	---	--

<p>Character-ization</p>	<p>personal views on love and ambition, and relate these concepts to the characters and themes in <i>A Midsummer Night's Dream</i>.</p> <p>SWBAT define and identify asides and soliloquies in the text, and evaluate their role in character development.</p>	<p><b>Character Development (Oberon and Titania):</b> Examine the characters of Oberon and Titania by analyzing their thoughts, actions, and dialogues. Determine who holds power in their relationship and how their conflicts affect the play's events. Discuss whether they are portrayed as good or evil and how their relationship evolves throughout the play.</p> <p><b>Climax of the Play:</b> Read aloud Act IV, Scene 1, and identify why this scene is the play's climax. Update your plot structure diagram by marking the events that lead to this climax and noting how it resolves the main conflicts of the play.</p> <p><b>Conflict Analysis:</b> List the main characters: Lysander, Hermia, Demetrius, Helena, Oberon, and Titania. For each character, identify and state their primary conflict. Cite specific lines from the first three acts that illustrate these conflicts. Discuss which conflict you believe is the most significant in the play.</p>	<p>Plot Review</p> <p>Conflict</p> <p>Character Traits and Comedy</p>
<p>Film Analysis</p>	<p>SWBAT write an effective quote analysis by examining examples, taking notes, and practicing with selected quotes from <i>A Midsummer Night's Dream</i>.</p>	<p><b>Character Traits in Comedy:</b> In groups, brainstorm and list the traits of comic characters in <i>A Midsummer Night's Dream</i>. Discuss how these traits contribute to humor, misunderstandings, and the resolution of the play's conflicts. Compare these characters to those from other comedies you have studied.</p>	<p>Film Analysis</p>
<p>Comparative Essay</p>	<p>SWBAT identify elements of characterization of the fairies, including their physical appearance, speech, and actions, and explore their role in the play.</p> <p>SWBAT examine the thoughts, actions, and speech of the lovers to understand their character development and dynamics.</p> <p>SWBAT identify and explain the climax of the play and its significance in the plot structure of <i>A Midsummer Night's Dream</i>.</p> <p>SWBAT identify conflicts involving characters such as the lovers, the fairies, and the Mechanicals, and cite lines showing these conflicts.</p>	<p><b>Film Analysis:</b> Watch selected scenes from a film adaptation of <i>A Midsummer Night's Dream</i>. Note differences and similarities between the film and the text, focusing on elements such as lighting, special effects, costumes, and actor's moods. Write a response evaluating which adaptation you believe is more effective and why.</p> <p><b>Comparative Essay:</b> Write a 1.5 to 2-page essay comparing a theme from <i>A Midsummer Night's Dream</i> to a current events article. Your essay should include:</p> <p>Theme Options for Your Essay:</p> <p>Love and Its Complexities: The play explores the nature of love in its many forms, including romantic love, unrequited love, and the fickleness of affection. The chaotic love triangle among Lysander, Hermia, Demetrius, and Helena highlights the irrational and unpredictable aspects of love. Ex. Comparison: Discuss how the public's fascination with celebrity relationships reflects the chaotic and unpredictable nature of love in the play. Explore how media portrayal can resemble the misunderstandings and mistaken identities in the play.</p> <p>Magic and the Supernatural: Magic plays a central role in the play, with the fairy realm influencing the human world. The use of magic to alter love and perception raises questions about reality and illusion.</p> <p>Dreams and Reality: The play blurs the lines between dreams and reality, suggesting that dreams can be as significant as waking life. The title itself reflects this theme, as the</p>	<p>Comparative Essay</p>

	<p>SWBAT compare and contrast scenes from a film adaptation of <i>A Midsummer Night's Dream</i> with the text, focusing on production elements and their impact.</p> <p>SWBAT analyze a theme from <i>A Midsummer Night's Dream</i> and compare it to a current events article, using evidence from both sources to support their argument.</p>	<p>fantastical events of the play are framed as a dream.</p> <p>Transformation and Identity: Characters experience physical and emotional transformations, often through magical interference. These transformations lead to reflections on identity and personal change. EX: Comparison: Analyze how influencer rebranding transformations reflect the changes characters undergo in the play, often influenced by external forces, and how these changes affect their identities.</p> <p>Order vs. Chaos: The play contrasts the structured, orderly world of Athens with the chaotic, whimsical world of the fairy realm. The interplay between these worlds creates comedic confusion and disorder.</p> <p>Appearance vs. Reality: The theme of things not being what they seem is prevalent, with disguises, mistaken identities, and magical enchantments causing confusion and revealing deeper truths. Ex. Comparison: Discuss how misinformation and the curated nature of social media profiles create false realities, like the play's illusions and mistaken identities.</p> <p>The Role of Art and Theater: The play within the play, "Pyramus and Thisbe," serves as a comedic reflection on the art of theater and the role of actors and audience in shaping meaning.</p> <p>Social Hierarchy and Class: The play examines social structures and class distinctions, particularly through the interactions between the nobility (Theseus and Hippolyta) and the working-class actors (the Mechanicals).</p> <p>Introduction: A 5-7 sentence introduction of the theme and its relevance.</p> <p>Summary of the Article: 1-2 paragraphs summarizing the article and its significance.</p> <p>Comparison: 2 paragraphs comparing the theme in the article to the theme in the play, using quotes from both texts to support your argument.</p> <p>Conclusion: A closing paragraph summarizing your analysis.</p> <p><b>Skills Lessons: (Optional)</b>- Plot Structure, Conflict, Textual Evidence, Integrating Quotes, The Writing Process</p>	
--	---	--	--

**Standards**

ELA.L.SS.11–12.1 Demonstrate command of the system and structure of the English language when writing or speaking.

ELA.L.KL.11–12.2 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.

ELA.L.VL.11–12.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

ELA.RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

ELA.RI.CR.11–12.1 Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

ELA.RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

ELA.RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

ELA.RL.IT.11–12.3 Analyze the impact of the author’s choices as they develop ideas throughout the text 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).

ELA.RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

ELA.RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

ELA.RL.MF.11–12.6 Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

ELA.RI.MF.11–12.6 Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

ELA.W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELA.W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELA.W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

ELA.SL.PE.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.

ELA.SL.PE.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.

ELA.SL.PE.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.

ELA.SL.PE.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.

ELA.SL.PE.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.

ELA.SL.II.11–12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting

any discrepancies among the data.

ELA.SL.ES.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.

ELA.SL.PI.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. ELA.SL.UM.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.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

### **ELL (English Language Learners):**

**Language Support:** Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

**Reading Assistance:** Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

**Scaffolded Instruction:** Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

### **Gifted Students:**

**Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

**Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit’s themes. Offer options for independent study or inquiry-based projects.

**Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

### **Special Education Students:**

**Individualized Support:** Adapt essay prompts to align with students’ individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

**Alternative Assessments:** Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

**Flexible Timelines:** Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

**Behavioral and Emotional Support:** Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

**From Study Sync:** Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

## **Suggested Technological Innovations/Use**

Student Chromebooks

Study Sync Platform

Google Classroom/On Course Classroom

Use of Google Translate as needed

Skill Reinforcement: Kahoot, Blooket, etc.

Research Databases (Ebsco, Facts of File, Fact Cite etc.)

Peer-editing tools

## Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12. PF.3).
- 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning project.
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and read ability. IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL. IPRET.6).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

# Unit 3: Sculpting Reality

Content Area: **Language Arts**

Course(s): English 12 CP/Core

Time Period: Semester 1

Length: 4-5 Weeks

Status: UN **Published**

## Summary of the Unit

Unit 3: Sculpting Reality (BR)

This unit immerses students in the exploration of *This Monstrous Thing* by Mackenzie Lee and *Frankenstein* by Mary Shelley, focusing on themes of creation, ethics, and technology. The unit begins with an introduction to the Enlightenment and Romantic periods, reviewing historical context and discussing how these eras influence the novels. Students engage with Gothic and Romantic literature through genre discussions, visual exploration of related art and architecture, and reflection on how these elements create mood and convey themes.

Students then delve into thematic connections by creating webs that link themes from both novels and participate in dramatic readings of key scenes to explore character interactions and thematic elements. The unit includes a thorough character analysis where students map out Victor Frankenstein and Alasdair Finch, comparing their motivations and impacts. They examine technology's role in both novels through selected excerpts, write an essay comparing technological portrayals, and engage in creative activities such as diary entries from a character's perspective, building mechanical creatures, and creating art pieces representing major themes.

For the final project, students can choose from writing a literary analysis essay, creating a short story or poem, designing a thematic collage, producing a digital slideshow, or making a podcast episode. These projects enable students to showcase their understanding and creative interpretations of the novels while integrating their knowledge of historical contexts and thematic elements. This comprehensive unit aims to develop students' literary analysis, creative expression, and critical thinking skills.

## Enduring Understandings

Both *This Monstrous Thing* and *Frankenstein* explore the theme of creation, revealing the complexities and consequences of scientific and mechanical advancements in shaping humanity.

The unit highlights the ethical dilemmas posed by scientific and technological innovations, emphasizing how these issues are depicted in literature and their relevance to contemporary debates.

Understanding the Enlightenment and Romantic periods provides insight into the themes and concerns addressed in both novels, reflecting the societal values and anxieties of their times.

Analyzing the motivations and development of characters like Victor Frankenstein and Alasdair Finch reveals how personal experiences and backgrounds influence their actions and the outcomes of their stories.

Satirical techniques, such as irony and exaggeration, are used to critique societal issues, and understanding these methods enhances students' ability to analyze and create their own satirical work.

Literature and visual art can both express complex themes and emotions. Creating art based on literary themes helps students explore how different media convey similar ideas.

Comparing modern bioethical issues with those presented in the novels encourages students to critically assess on going ethical challenges and their literary representations

### Essential Questions

- How do reason and emotion help us understand the world?
- How do the themes of creation and ethical responsibility in *This Monstrous Thing* and *Frankenstein* reflect the concerns of the Enlightenment and Romantic periods?
- What are the key ethical dilemmas presented in the novels, and how do they compare to contemporary issues in science and technology?
- In what ways do the characters of Victor Frankenstein and Alasdair Finch differ in their motivations and the consequences of their actions?
- How do literary techniques like satire, irony, and exaggeration function in critiquing societal issues, and how can these techniques be effectively applied in students' own writing?
- How can creating visual art inspired by literature help deepen understanding of thematic elements and emotional impact?
- What skills are required to effectively analyze and compare literary texts, and how can these skills be applied to understanding complex themes and characters?
- How do the representations of technology in *This Monstrous Thing* and *Frankenstein* provide insight into the authors' views on the potential impacts of technological advancement?

### Summative Assessment and/or Summative Criteria

**Satire Project (Two Options):** Students create a short parody video based on *A Modest Proposal*. They can use humor and exaggeration to address a modern issue or create a humorous take on Swift's original text or students create their own satirical brochure that addresses a current social issue in the style of Swift's *A Modest Proposal*. They should use satire to critique a contemporary problem.

**This Monstrous Thing/Frankenstein Project (Five Options):**

**Literary Analysis Essay:** Analyze a specific theme, character, or literary device in *Frankenstein* and *This Monstrous Thing*.

**Creative Writing:** Create a short story, poem, or diary entries inspired by the themes and characters of the novels.

**Thematic Collage:** Create a collage that represents a major theme from the novels (e.g., creation, humanity, isolation).

**Digital Slideshow:** Create a digital slideshow (e.g., PowerPoint, Google Slides) that explores a key theme, character, or comparison between the novels.

**Podcast:** Create a podcast episode that discusses a specific aspect of the novels, such as character development, thematic connections, or historical context.

### Resources

Unit resources labeled "(SS)" indicate texts included in *StudySync*.

Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

**Short Stories/Poems/Nonfiction Texts/Excerpts:**

- Second Treatise of Government (Informational) (SS)
- A Modest Proposal (Argumentative) (SS)
- A Vindication of the Rights of Woman (Argumentative) (SS)
- Frankenstein (Fiction) (SS)

**Longer Text Options:**

*This Monstrous Thing* – Mackenzie Lee  
*Frankenstein*

**Film/Media:**

[Essential Enlightenment: What was the Enlightenment?](#)

Plot Summary Of Second Treatise Of Government By John Locke <https://youtu.be/KolXWJUQApU?si=VC93Omm6IcTbISMp>

[Everything you need to know to read "Frankenstein" - Iseult Gillespie](#)

[Frankenstein Full Plot Summary - Schooling Online](#)

[THIS MONSTROUS THING by Mackenzi Lee Official Book Trailer](#)

**Unit Plan**

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
<p>Introduction to Unit 3 Themes: Sculpting Reality 2-3 days</p> <p>Independent Read: Second Treatise of Government (SS) 1-2 days</p>	<p>SWBAT explain the historical context and significance of the Enlightenment period by participating in class discussions and engaging with provided resources.</p> <p>SWBAT summarize the main points of John Locke's perspective in the <i>Second Treatise of Government</i> in their Writer's Notebook, including his key arguments and the evidence he uses to persuade readers.</p>	<p><b>*Teachers will follow the English 12 Study Sync (BR) unit 3 sequence: Sculpting Reality</b></p> <p><b>Big Idea:</b> Using the Study Sync platform, students will engage with the following readings and corresponding activities:</p> <p>Blast: Sculpting Reality</p> <p>Skill: Academic Vocabulary</p> <p><b>Literary Focus: The Enlightenment:</b> Briefly review the historical context of The Enlightenment period. Teachers may use the Study Sync resources to review the Enlightenment period or the following video. Have a class discussion at the conclusion of the video. <a href="#">Essential Enlightenment: What was the Enlightenment?</a></p> <p><b>Independent Read: Second Treatise of Government (SS)</b></p> <p><b>Writer's Notebook:</b> Explain John Locke's perspective in <i>Second Treatise of Government</i>. What are his key ideas? What arguments does Locke use to convince the reader? Cite evidence from the text to support your explanation.</p> <p>For visual learners:</p> <p>Plot Summary Of Second Treatise Of Government By John Locke <a href="https://youtu.be/KolXWJUQApU?si=VC93Omm6IcTbISMp">https://youtu.be/KolXWJUQApU?si=VC93Omm6IcTbISMp</a></p> <p><b>Optional Read:</b> A Vindication of the Rights of Women (SS)</p>	<p>Vocabulary (SS) Text Talk(SS) Write (SS) Think Questions(SS) Comprehension Quiz (SS)</p> <p>Writer's Notebook</p>

<p>Introduction to Satire:</p>	<p>SWBAT identify and analyze the satirical techniques used in various articles, TV clips, and songs, recognizing the issues being critiqued and the methods used to convey satire.</p> <p>SWBAT explain the historical context of Jonathan Swift's <i>A Modest Proposal</i> and discuss Swift's use of satire to criticize social issues.</p> <p>SWBAT analyze specific examples of satire, irony, and rhetorical strategies in <i>A Modest Proposal</i>, highlighting their contribution to the satirical effect through guided</p>	<p><b>Introduction to Satire Activities:</b></p> <p>Provide students with a chart that they can complete through the following activities.</p> <p><b>Description:</b> Provide students with a selection of satirical articles from sources like <i>The Onion</i>, <i>The Borowitz Report</i>, or <i>The Daily Mash</i>. Include articles on various topics to show different styles of satire.</p> <p><b>Activity:</b> Have students read and analyze these articles, focusing on the techniques used to convey satire and the issues being critiqued.</p> <p><b>Description:</b> Show clips from satirical TV shows like <i>Saturday Night Live</i>, <i>The Daily Show</i>, or <i>Last Week Tonight with John Oliver</i>. Choose segments that provide clear examples of satire.</p> <p><b>Activity:</b> Watch the clips together, then discuss the satirical techniques used and the effectiveness of the critique</p> <p><b>Description:</b> Play satirical songs or parodies that address political or social issues, such as those by "Weird Al" Yankovic or political satire songs.</p> <p><b>Activity:</b> Listen to the songs, discuss the use of satire in lyrics, and analyze the message being conveyed.</p> <p><b>Assign: Literary Seminar: Saying It with Satire (SS)</b></p> <p><b>Read: "A Modest Proposal" – Jonathan Swift</b></p> <p><b>Introduction</b> Discussion: Briefly introduce Jonathan Swift and the historical context of <i>A Modest Proposal</i>.</p> <p><b>Initial Reading:</b></p> <ul style="list-style-type: none"> <li>Activity: Students read <i>A Modest Proposal</i> individually.</li> </ul> <p><b>Guided Annotation:</b> Identify and highlight examples of satire, irony, and rhetorical strategies (e.g., ethos, pathos, logos).</p> <p><b>4. Small Group Discussion:</b> Divide students into small</p>	<p>Satire Chart</p> <p>Vocabulary (SS) Text Talk(SS) Write (SS) Think Questions(SS) Comprehension Quiz (SS) Guided Annotation (SS)</p>
--------------------------------	---	--	--

	<p>annotation.</p> <p>SWBAT create a satirical piece, such as a parody video or brochure, addressing a contemporary social issue, applying techniques learned from the study of satire and Swift's <i>A Modest Proposal</i>.</p>	<p>groups to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What is Swift's actual argument in <i>A Modest Proposal</i>?</li> <li>• How does Swift use satire to criticize social issues?</li> <li>• Identify specific examples of irony and rhetorical strategies. How do they contribute to the satirical effect?</li> </ul> <p><b>*Study Sync Option:</b> "A Modest Proposal" is provided through the SS platform. Teachers can select the activities that best assess student understanding during and after the reading.</p> <p><b>Satire Projects (Choose one):</b></p> <p><b>Parody Video:</b></p> <p><b>Activity:</b> Students create a short parody video based on <i>A Modest Proposal</i>. They can use humor and exaggeration to address a modern issue or create a humorous take on Swift's original text.</p> <p><b>Satire Brochure:</b></p> <p><b>Activity:</b> Have students create their own satirical brochure that addresses a current social issue in the style of Swift's <i>A Modest Proposal</i>. They should use satire to critique a contemporary problem.</p> <p><b>Materials:</b> Paper, markers, digital tools for layout, examples of satirical writing.</p> <p><b>Objective:</b> Students apply satirical techniques to modern issues, understanding Swift's use of satire by creating their own.</p>	<p>Satire Project</p>
<p>Exploring Gothic/Romantic Literature 2-3 days</p>	<p>SWBAT describe the key features and themes of Gothic and Romantic literature, including emotion, nature, individuality, the sublime, and elements of horror and the</p>	<p><b>Activity: Exploring Gothic/Romantic Literature Discussion:</b> Begin with a brief discussion on what students know about the Gothic and Romantic genres. Ask students to share any books, movies, or TV shows they've encountered that they think might fit into these genres.</p> <p><b>Mini-Lecture:</b> Provide a brief overview of Gothic and Romantic literature:</p> <ul style="list-style-type: none"> <li>• <b>Romantic Literature:</b> Emphasizes emotion, nature, individuality, and the sublime. Key themes include the celebration of beauty, the power of imagination, and the glorification of</li> </ul>	



	<p>supernatural.</p> <p>SWBAT identify examples of Gothic and Romantic elements in visual media and literature, analyzing how these elements create mood and atmosphere.</p> <p>SWBAT participate in a group discussion</p>	<p>the past.</p> <ul style="list-style-type: none"> <li>• <b>Gothic Literature:</b> A subset of Romantic literature that incorporates elements of horror, the supernatural, and dark, mysterious settings. Common features include haunted houses, ghosts, and an atmosphere of suspense and terror.</li> </ul> <p><b>Visual Exploration:</b> Show images of Gothic architecture (e.g., castles, cathedrals), dark landscapes, and art from the Romantic period. How do these visuals evoke emotions or create a particular atmosphere? What elements do they share with the literary descriptions in the handout?</p> <p><b>Media:</b> <a href="#">Top Ten Features of Gothic Literature</a></p> <p><b>6. Reflection Writing:</b> Have students write a brief reflection on which elements of Gothic and Romantic literature they find most intriguing and why. Encourage them to think about how these elements create mood and convey themes. Conclude with a group discussion on what students are most excited to learn about in the unit. Share how upcoming readings and activities will build on this introduction.</p>	<p>Discussion</p> <p>Reflection Writing</p>
<p>Novel Study: <i>This Monstrous Thing</i> and <i>Frankenstein</i> 2-3 weeks</p> <p>Overview of <i>This Monstrous Thing</i> and <i>Frankenstein</i></p>	<p>SWBAT summarize the main characters, settings, and initial plot points of <i>This Monstrous Thing</i> and <i>Frankenstein</i>, using a comparison chart to organize their findings.</p> <p>SWBAT analyze the thematic setup of <i>Frankenstein</i> by discussing the Preface and Letters, focusing</p>	<p>*This unit will explore the themes of creation, ethics, and the intersection of humanity and technology through <i>This Monstrous Thing</i> and <i>Frankenstein</i>. Students will engage in various activities to deepen their understanding, including writing, skill-based learning, hands-on projects, discussions, and art activities. This <i>Monstrous Thing</i> is a Young Adult novel. *</p> <p><b>Activity: Overview of <i>This Monstrous Thing</i> and <i>Frankenstein</i></b></p> <p><b>Introduction:</b> Provide a brief synopsis of <i>This Monstrous Thing</i> by Mackenzie Lee and <i>Frankenstein</i> by Mary Shelley.</p> <ul style="list-style-type: none"> <li>• <b>This Monstrous Thing:</b> Set in an alternate 1818 Geneva, the novel reimagines the Frankenstein story with a focus on the struggles and ethical dilemmas faced by a young mechanic, Alasdair Finch.</li> <li>• <b>Frankenstein:</b> A scientist, Victor Frankenstein, creates a creature in a scientific experiment, leading to tragic consequences.</li> </ul> <p><b>Activity:</b> Create a comparison chart on the board that outlines the main characters, settings, and initial plot points of both novels.</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• <b>Prompt:</b> "What do you already know about the story of Frankenstein?"</li> <li>• <b>Group Activity:</b> Divide students into small groups to discuss their prior knowledge and share any movies, books, or references they've encountered related to Frankenstein.</li> </ul>	<p>Comparison Chart</p>

<p>on how Mary Shelley introduces the story and its themes.</p> <p>SWBAT create a historical timeline highlighting key events and figures from the Enlightenment and Romantic periods, explaining their significance in relation to the novels.</p> <p>SWBAT engage in a debate on the ethical implications of scientific creation, presenting and defending arguments related to the responsibilities of creators and the ethics of creating life.</p>	<ul style="list-style-type: none"> <li>• <b>Whole Class Discussion:</b> Groups share their insights. Discuss the historical context of both novels, highlighting the Romantic and Enlightenment periods.</li> </ul> <p><b>Reading: Excerpts from <i>Frankenstein</i> (Preface and Letters)</b></p> <ol style="list-style-type: none"> <li>1. <b>Activity:</b> Students read the Preface and Letters from <i>Frankenstein</i> individually or in pairs.</li> <li>2. <b>Discussion:</b> Analyze how Mary Shelley sets up the story and its themes.</li> </ol> <p><b>Activity: Timeline Creation</b></p> <p><b>Group Activity:</b> In small groups, students create a timeline of key events during the Enlightenment and Romantic periods. Provide materials like chart paper and markers.</p> <ul style="list-style-type: none"> <li>• Key figures: Isaac Newton, John Locke, Jean-Jacques Rousseau, William Wordsworth, etc.</li> <li>• Key events: Scientific Revolution, publication of major works, significant cultural movements.</li> </ul> <p><b>Presentation:</b> Each group presents their timeline to the class, explaining the significance of the events and figures they included.</p> <p><b>Reading: Chapter 1 of <i>This Monstrous Thing</i></b></p> <ol style="list-style-type: none"> <li>1. <b>Activity:</b> Read Chapter 1 together as a class, or have students read independently.</li> <li>2. <b>Discussion:</b> Discuss first impressions of the characters, setting, and tone of the novel.</li> </ol> <p><b>Writing: Journal Entry-</b>Write a journal entry on your first impressions of <i>This Monstrous Thing</i>. Consider questions like:</p> <ol style="list-style-type: none"> <li>1. What are your initial thoughts about the protagonist, Alasdair Finch?</li> <li>2. How does the setting contribute to the mood of the story?</li> <li>3. What predictions do you have about the plot based on Chapter 1?</li> </ol> <p><b>Discussion: Ethics in Science and Creation</b></p> <ol style="list-style-type: none"> <li>1. <b>Prompt:</b> What ethical issues arise in the creation of life, as seen in both novels?</li> <li>2. <b>Activity:</b> Discuss real-world examples of ethical dilemmas in science (e.g., genetic engineering, AI development).</li> </ol> <p><b>Activity: Debate</b></p> <ol style="list-style-type: none"> <li>1. <b>Debate Setup:</b> Divide the class into two groups. One group will argue in favor of scientific creation and experimentation, while the other will argue against it.</li> <li>2. <b>Debate Topics:</b> <ul style="list-style-type: none"> <li>○ Is it ethical to create life? Why or why not?</li> <li>○ What responsibilities do creators have towards their creations?</li> </ul> </li> <li>3. <b>Debate:</b> Each group presents their arguments, followed by a rebuttal and open discussion.</li> </ol>	<p>Timeline Creation</p> <p>Journal Entry</p> <p>Discussion</p> <p>Debate</p>
---	--	---

		<p><b>Reading: Compare Excerpts from Both Books</b></p> <ol style="list-style-type: none"> <li><b>Activity:</b> Select passages from both <i>Frankenstein</i> and <i>This Monstrous Thing</i> where characters discuss creation. Read these passages as a class.</li> <li><b>How</b> do the two authors approach the theme of creation? What are the similarities and differences in their portrayals?</li> </ol> <p><b>Skills Review:</b> Identifying the author’s purpose and historical context, analyzing setting and tone in a narrative, comparing and contrasting themes and character perspectives</p> <p><b>*Utilize Study Sync for excerpts/passages for <i>Frankenstein</i>*</b></p>	<p>Vocabulary (SS) Text Talk (SS) Write (SS) Think Questions (SS) Comprehension Quiz (SS) Guided Annotation (SS) Skills Reviews (SS)</p>
<p>Deep Dive into Characters and Themes <i>This Monstrous Thing and Frankenstein</i></p>	<p>SWBAT create detailed character maps for Victor Frankenstein and Alasdair Finch, including their backgrounds, motivations, key actions, relationships, and personal conflicts, supported by quotes from the texts.</p> <p>SWBAT compare and contrast the motivations of Victor Frankenstein and Alasdair Finch through class discussions, analyzing how their backgrounds and experiences influence their actions and impact the</p>	<p><b>*Continue to assign independent reading of <i>This Monstrous Thing</i> based on your class’s reading pace*</b></p> <p><b>Activity: Character Maps for Victor Frankenstein and Alasdair Finch</b></p> <p><b>Character Map Creation:</b> Briefly introduce the concept of character maps. Explain that students will be creating detailed maps for Victor Frankenstein from <i>Frankenstein</i> and Alasdair Finch from <i>This Monstrous Thing</i>.</p> <ul style="list-style-type: none"> <li>Provide materials (poster boards, markers, sticky notes) for students to create their maps.</li> <li>Victor Frankenstein: Include sections for his background, motivations, key actions, relationships, and personal conflicts.</li> <li>Alasdair Finch: Include sections for his background, motivations, key actions, relationships, and personal conflicts.</li> <li>Encourage students to use quotes from the texts to support their maps.</li> </ul> <p><b>Discussion: Compare and Contrast the Motivations of the Two Characters:</b></p> <ul style="list-style-type: none"> <li>Whole class discussion on the motivations driving Victor Frankenstein and Alasdair Finch.</li> <li>Questions to guide discussion: What drives Victor Frankenstein to create his monster? What motivates Alasdair Finch in his actions and decisions? How do their backgrounds and personal experiences influence their motivations? How do their motivations impact the outcomes of their stories?</li> </ul> <p><b>Reading: Excerpts from Both Novels that Highlight Technology’s Role:</b></p> <ul style="list-style-type: none"> <li>Provide selected excerpts from <i>Frankenstein</i> (e.g., the creation scene) and <i>This Monstrous Thing</i> (e.g., scenes describing Alasdair’s</li> </ul>	<p>Character Map</p>

	<p>outcomes of their stories.</p> <p>SWBAT analyze the role of technology in both <i>Frankenstein</i> and <i>This Monstrous Thing</i> by reading and annotating selected excerpts, and then write an essay comparing the portrayal and impact of technology in the two novels.</p> <p>SWBAT write a diary entry from the perspective of either Victor Frankenstein or</p>	<p>mechanical creations).</p> <ul style="list-style-type: none"> <li>Read the excerpts as a class, annotating key descriptions of technology and its impact on the characters and plot.</li> </ul> <p><b>Options for activities:</b></p> <p><b>Writing: Essay on the Portrayal of Technology in Both Texts:</b> Prompt: Compare and contrast the portrayal of technology in <i>Frankenstein</i> and <i>This Monstrous Thing</i>. Consider how technology is depicted, its impact on the characters, and the ethical questions it raises.</p> <p>Creative Writing Activity: Write a Diary Entry from the Perspective of One of the Characters:</p> <ul style="list-style-type: none"> <li>Choose either Victor Frankenstein or Alasdair Finch.</li> <li>Write a diary entry from their perspective, focusing on a significant event in the story.</li> <li>Encourage students to incorporate the character’s voice, emotions, and thoughts.</li> </ul> <p><b>Skill-Based: Perspective-Taking and Empathy in Writing:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of perspective-taking and empathy in understanding characters’ motivations and actions.</li> <li>Share a few examples of well-written diary entries.</li> <li>Peer Review: Pair students to exchange and review each other’s diary entries, providing feedback on how well they captured the character’s perspective and emotions.</li> </ul> <p><b>Hands-On Activity: Build a Simple Mechanical Creature Using Craft Materials:</b></p> <ul style="list-style-type: none"> <li>Provide materials such as cardboard, wires, glue, and other craft supplies.</li> <li>Students work in small groups to design and build a simple mechanical creature.</li> <li>Encourage creativity and problem-solving.</li> </ul> <p><b>Discussion:</b> How does creating something change your perspective on It?</p> <ul style="list-style-type: none"> <li>After completing the activity, have a whole-class discussion.</li> <li>Questions to guide discussion: What challenges did you face while creating your mechanical creature? How did the experience of creating something change your perspective on the act of creation? How might Victor Frankenstein and Alasdair Finch’s experiences of creation be similar or different to your own?</li> </ul>	<p>Compare/ Contrast Essay</p> <p>Empathetic Writing</p> <p>Mechanical Creature Build</p>
--	---	--	---

	<p>Alasdair Finch, demonstrating empathy and perspective-taking by focusing on a significant event in the story, and review peer entries to assess the accuracy of character portrayal.</p>	<p><b>Art Activity: Create an Art Piece that Represents a Major Theme from the Novels:</b></p> <ul style="list-style-type: none"> <li>• Themes: creation, humanity, technology, ethics, isolation, etc.</li> <li>• Provide art supplies such as paper, paint, markers, and collage materials.</li> <li>• Students create an art piece that visually represents a chosen theme from <i>Frankenstein</i> or <i>This Monstrous Thing</i>.</li> <li>• Encourage students to think symbolically and abstractly to convey the theme.</li> </ul> <p><b>Skill-Based: Expressing Complex Themes Through Visual Art:</b></p> <ul style="list-style-type: none"> <li>• Discuss how visual art can be used to express complex literary themes.</li> <li>• Share examples of artwork inspired by literature.</li> <li>• Reflection: Students write a brief explanation of their art piece, describing the theme they chose and how their artwork represents it.</li> </ul> <p><b>Skills Review:</b> Identifying cause and effect within a text, inferring character emotions and motivations, Analyzing dialogue and character development.</p> <p><b>*Utilize Study Sync for excerpts/passages for <i>Frankenstein</i>*</b></p>	<p>Art Project</p> <p>Vocabulary (SS) Text Talk (SS) Write (SS) Think Questions (SS) Comprehension Quiz (SS) Guided Annotation (SS) Skills Reviews (SS)</p>
<p>Synthesis of <i>This Monstrous Thing</i> and <i>Frankenstein</i></p>	<p>SWBAT create thematic webs by working in groups to link and analyze major themes from <i>Frankenstein</i> and <i>This Monstrous Thing</i>, using specific examples and quotes from both novels. SWBAT perform dramatic readings of key scenes from both novels, demonstrating understanding of</p>	<p><b>*Continue to assign independent reading of <i>This Monstrous Thing</i> based on your class's reading pace*</b></p> <p><b>Reading: Passages from Both Novels Highlighting Major Themes:</b> Select excerpts from <i>Frankenstein</i> and <i>This Monstrous Thing</i> that highlight key themes such as creation, humanity, ethics, isolation, and technology. <i>Frankenstein:</i> Passages on the creation of the monster, Victor's isolation, and the monster's desire for companionship. <i>This Monstrous Thing:</i> Passages on Alasdair's mechanical creations, the ethical dilemmas he faces, and his relationship with his brother.</p> <p>Activity: Group Work on Creating Thematic Webs:</p> <ul style="list-style-type: none"> <li>• Divide students into small groups.</li> <li>• Each group creates a thematic web linking themes from both novels.</li> <li>• In the center of the web, write a central theme (e.g., creation, ethics).</li> </ul>	<p>Annotations</p> <p>Thematic Webs</p>

	<p>character interactions and thematic elements through expressive oral presentation.</p> <p>SWBAT compare and contrast modern views on bioethics with those presented in <i>Frankenstein</i> and <i>This Monstrous Thing</i> by writing an essay that analyzes contemporary ethical issues in relation to the novels' themes.</p> <p>SWBAT discuss the impact of</p>	<ul style="list-style-type: none"> <li>• Branch out with specific examples and quotes from each novel.</li> <li>• Use sticky notes to add connections and explanations.</li> </ul> <p><b>Discussion: How Do the Themes Interconnect and Reflect the Time Periods?</b> Each group presents their thematic web. Discuss how the themes reflect the concerns and values of the Enlightenment and Romantic periods. Questions to guide discussion: How do the novels address the consequences of unchecked ambition? What do the novels suggest about the responsibilities of creators? How do the novels reflect societal fears about technological advancements?</p> <p>Activity: Dramatic Reading of Key Scenes from Both Novels: Select key scenes that are rich in dialogue and action.</p> <ul style="list-style-type: none"> <li>• <i>Frankenstein</i>: The creature's confrontation with Victor, the creature's narrative about his experiences.</li> <li>• <i>This Monstrous Thing</i>: Alasdair's pivotal moments with his mechanical creations.</li> <li>• Instructions: Assign roles to students for the dramatic reading. Allow time for students to practice their parts. Perform the scenes in front of the class.</li> </ul> <p><b>Reading: Contemporary Articles on Bioethics and Technology:</b></p> <ol style="list-style-type: none"> <li>1. Provide students with contemporary articles discussing modern bioethics and technology issues (e.g., genetic engineering, AI, cloning).</li> <li>2. Activity: Annotate the articles, focusing on ethical concerns and comparisons to the themes in the novels.</li> </ol> <p><b>Writing: Compare Modern Views on Bioethics with Those in the Novels:</b></p> <p>Prompt: Write an essay comparing modern views on bioethics with the perspectives presented in <i>Frankenstein</i> and <i>This Monstrous Thing</i>.</p> <ul style="list-style-type: none"> <li>• Introduction: Briefly introduce the modern issues and the novels' perspectives.</li> <li>• Body Paragraph 1: Discuss a modern bioethical issue (e.g., genetic engineering).</li> <li>• Body Paragraph 2: Compare this issue to the ethical dilemmas in <i>Frankenstein</i>.</li> <li>• Body Paragraph 3: Compare this issue to the ethical dilemmas in <i>This Monstrous Thing</i>.</li> </ul>	<p>Discussion</p> <p>Comparative Analysis</p>
--	---	---	---

	<p><i>Frankenstein</i> and <i>This Monstrous Thing</i> on literature and society, reflecting on how their perspectives on creation and ethics have evolved and what the novels reveal about historical and ongoing ethical challenges.</p>	<ul style="list-style-type: none"> <li>Conclusion: Reflect on what these comparisons reveal about societal changes and ongoing ethical challenges.</li> </ul> <p>Discussion: Final Class Discussion on the Impact of the Novels:  Whole Class Discussion:</p> <ul style="list-style-type: none"> <li>Share reflections and insights from the essays.</li> <li>Discuss the lasting impact of <i>Frankenstein</i> and <i>This Monstrous Thing</i> on literature and society.</li> <li>Encourage students to share how their perspectives have changed or deepened through the unit.</li> </ul> <p><b>Skills Review:</b> Synthesizing information from multiple texts. Analyzing dialogue and character development, Connecting texts to real-world contexts  Teachers should assign comprehension quizzes/tests at their discretion.  <b>*Utilize Study Sync for excerpts/passages for <i>Frankenstein</i>*</b></p>	<p>Vocabulary (SS)  Text Talk (SS)  Write (SS)  Think Questions (SS)  Comprehension Quiz (SS)  Guided Annotation (SS)  Skills Reviews (SS)</p>
<p>Final Project:  <i>This Monstrous Thing and Frankenstein</i></p>	<p>SWBAT write a literary analysis essay on a theme, character, or literary device in both novels.</p> <p>SWBAT create a short story, poem, or diary entry inspired by the novels' themes and characters.</p> <p>SWBAT design a thematic collage that represents a major theme from the novels.</p> <p>SWBAT make a digital slideshow exploring a key theme, character, or comparison</p>	<p><b>Final Projects and Presentations</b></p> <p><b>Options:</b>  <b>Literary Analysis Essay:</b> Analyze a specific theme, character, or literary device in <i>Frankenstein</i> and <i>This Monstrous Thing</i>.  <b>Creative Writing:</b> Create a short story, poem, or diary entries inspired by the themes and characters of the novels.  <b>Thematic Collage:</b> Create a collage that represents a major theme from the novels (e.g., creation, humanity, isolation).  <b>Digital Slideshow:</b> Create a digital slideshow (e.g., PowerPoint, Google Slides) that explores a key theme, character, or comparison between the novels.  <b>Podcast:</b> Create a podcast episode that discusses a specific aspect of the novels, such as character development, thematic connections, or historical context.</p>	<p>Literary Analysis Essay</p> <p>Creative Writing</p> <p>Thematic Collage</p> <p>Digital Slide show</p> <p>Podcast</p>

	<p>between the novels.</p> <p>SWBAT produce a podcast episode discussing a specific aspect of the novels.</p>		
--	---	--	--

Standards	
ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	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.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
ELA.RI.IT.11–12.3	Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific



	individuals, ideas, or events interact and develop.
ELA.RL.TS.11–12.4	Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
ELA.RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
ELA.W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELA.W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.11–12.5	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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA.SL.PI.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.
ELA.SL.UM.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.

### Suggested Modifications for Special Education, ELL and Gifted Students

#### ELL (English Language Learners):

**Language Support:** Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

**Reading Assistance:** Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

**Scaffolded Instruction:** Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

#### Gifted Students:

**Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

**Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

**Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

#### Special Education Students:

**Individualized Support:** Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

**Alternative Assessments:** Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

**Flexible Timelines:** Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

**Behavioral and Emotional Support:** Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

**From Study Sync:** Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion

guides; Prompt guides; Differentiated response length; Audio recordings for all texts

### **Suggested Technological Innovations/Use**

Study Sync Platform

Google Classroom/On Course Classroom

Use of Google Translate as needed

Skill Reinforcement: Kahoot, Blooket, etc.

Research Databases (Ebsco, Facts of File, Fact Cite etc.)

Peer-editing tools

### **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3).

9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1. 3E.12profCR3.a).

9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning

9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.IML.3: Analyze data using tools and models to make valid and readability.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL. IPRET.6).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

# Unit 4: The Research Paper

Content Area: **Language Arts**  
Course(s): English 12 CP/Core  
Time Period: Semester 2  
Length: 2-3 weeks  
Status: **Published**

## Summary of the Unit

In this research unit task, students will engage in a comprehensive research assignment designed to develop their skills in crafting a persuasive argumentative research paper with an integrated infographic. The unit begins with an exploration of argumentative writing, where students will identify key components such as thesis statements, body paragraphs, and counterarguments. They will then select a relevant topic from contemporary issues, conduct thorough research using reliable sources, and organize their findings into a coherent outline. Emphasis will be placed on writing a compelling introduction, developing well-supported body paragraphs, addressing counterarguments, and proposing practical solutions. Students will refine their papers through peer review, focusing on clarity, coherence, and adherence to formatting guidelines. The final component involves creating an infographic that visually represents the key points of their argument, enhancing their paper's impact. This task culminates in a presentation and peer review session, where students will showcase their research findings and receive constructive feedback. Throughout the unit, students will reflect on their process, identify strengths, and set goals for future writing endeavors.

## Enduring Understandings

- Social media platforms significantly shape individual behaviors and societal trends, influencing mental health, consumer choices, and public opinions.
- Ethical issues such as misinformation, privacy breaches, and algorithmic biases require thoughtful solutions and responsible management to mitigate their adverse effects.
- Effective use of digital tools can drive positive societal change, emphasizing the need for innovative solutions and responsible use of technology to benefit public health, environmental sustainability, and social justice.
- A well-crafted thesis statement serves as the foundation of a strong argumentative paper, guiding the direction and focus of the research and writing.
- Integrating visual elements, such as infographics, into a research paper can enhance understanding and engagement, making complex information more accessible and compelling.
- Proper use of transitions helps maintain the logical flow and coherence of an argumentative paper, making it easier for readers to follow and understand the writer's arguments.
- Critical analysis of sources and effective integration of evidence are essential skills for producing a well-supported and credible argumentative research paper.
- Understanding that evaluating sources for credibility and relevance, and seamlessly incorporating them into arguments, are key to building a strong and persuasive paper.

## Essential Questions

- How does social media influence individual and societal behaviors, and what are the implications for mental health, consumer behavior, and public opinion?
- What are the ethical considerations and potential solutions for addressing the negative effects of social media, including misinformation, privacy issues, and algorithmic bias?
- In what ways can digital tools and platforms be leveraged to promote positive change, such as environmental awareness, mental health support, and public health communication?
- How can crafting a clear and persuasive thesis statement enhance the effectiveness of an argumentative research paper?
- What strategies can be used to create a compelling and visually effective infographic that complements an argumentative research paper?
- What techniques can be employed to critically analyze sources and integrate them seamlessly into an argumentative research paper?

## Summative Assessment and/or Summative Criteria

The Research Paper: Student will write a 1–2-page argumentative research paper on one of the provided topics, taking a definitive stand and proposing a solution. Additionally, they will create an infographic to visually represent key points from their paper. Follow the directions and criteria below.

## Resources

Research Paper Assignment: <https://docs.google.com/document/d/1zUlnKMnrH7NtkTN4OZT0hVO-SjplEjTJp2rg-gxzmWc/edit>

Study Sync

<https://owl.excelsior.edu/>

[Destiny Discover](#)

## Unit Plan

Topic/Selecti on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Argumentative Research Paper w/ Infographic  Take a stand/Propose a Solution  Introduction and Topic Selection	SWBAT identify the purpose and components of an argumentative research paper.  SWBAT Choose a relevant and compelling topic that allows for a clear stance and proposed solution.	<b>Introduction to Argumentative Research Paper Activity:</b> Discuss examples of argumentative essays, focusing on their structure and elements (introduction, thesis statement, body paragraphs, counterarguments, conclusion).  <b>Topic Selection Activity:</b> Brainstorm potential topics related to contemporary issues. Narrow down to a specific topic through guided discussions and preliminary research. See here for approved senior topics: <a href="https://docs.google.com/document/d/1zUlnKMnrH7NtkTN4OZT0hVO-SjplEjTJp2rg-gxzmWc/edit">https://docs.google.com/document/d/1zUlnKMnrH7NtkTN4OZT0hVO-SjplEjTJp2rg-gxzmWc/edit</a>	Structure Analysis       Topic Relevance

<p>Conducting Research, Organizing and Creating an Outline</p>	<p>SWBAT Gather and evaluate sources to support the argument and proposed solution.</p> <p>SWBAT Structure the research and organize ideas coherently.</p>	<p><b>Conducting Research</b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Introduce research methods and reliable sources.</li> <li>• Schedule library sessions and provide access to databases.</li> <li>• Discuss primary and secondary sources.</li> <li>• Emphasize the importance of credible, scholarly sources.</li> </ul> <p><b>Organizing Research and Creating an Outline</b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Teach outlining techniques.</li> <li>• Guide students in creating a detailed outline, including the introduction, body paragraphs (with evidence and counterarguments), and conclusion.</li> <li>• Peer review of outlines to ensure logical flow and coherence.</li> </ul>	<p>Source Evaluation</p> <p>Outline Coherence</p>
<p>Thesis Statements and Writing an Introduction</p>	<p>SWBAT Create a strong, clear, and debatable thesis statement.</p> <p>SWBAT Craft an engaging introduction that includes background information and the thesis statement.</p>	<p><b>Developing a Thesis Statement</b> <b>Activity:</b></p> <p>Provide workshop sessions to draft and refine thesis statements. Peer reviews to provide feedback on clarity and potential for dispute.</p> <p><b>Writing the Introduction</b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Discuss elements of a strong introduction.</li> <li>• Provide examples and analyze their effectiveness.</li> <li>• Draft and revise introductions in class.</li> </ul>	<p>Thesis Clarity</p> <p>Introduction Engagement</p>
<p>Developing Body Paragraphs</p>	<p>SWBAT Write body paragraphs that support the thesis with evidence and analysis.</p>	<p><b>Developing Body Paragraphs</b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Teach paragraph structure (topic sentence, evidence, analysis, and transition).</li> <li>• Focus on integrating and citing sources.</li> <li>• Conduct peer reviews to provide feedback on content and coherence.</li> </ul>	<p>Paragraph Development</p>
<p>Addressing Counter Arguments and Proposing a Solution</p>	<p>SWBAT Recognize and refute counterarguments to strengthen the main argument.</p>	<p><b>Addressing Counterarguments</b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of counterarguments.</li> <li>• Provide examples and analyze their effectiveness.</li> <li>• Draft and revise counterargument sections in class.</li> </ul> <p><b>Proposing a Solution</b> <b>Activity:</b></p>	<p>Counterargument Refutation</p>

	SWBAT Develop a feasible and well-supported solution to the problem addressed.	<ul style="list-style-type: none"> <li>• Discuss characteristics of effective solutions.</li> <li>• Provide examples of well-argued proposals.</li> <li>• Guide students in drafting and refining their proposed solutions.</li> </ul>	Solution Feasibility
Writing the Conclusion	SWBAT Summarize the argument, restate the thesis, and emphasize the significance of the proposed solution.	<b>Writing the Conclusion</b> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Discuss the elements of a strong conclusion.</li> <li>• Provide examples and analyze their effectiveness.</li> <li>• Draft and revise conclusions in class.</li> </ul>	Conclusion Summary
Revising and Editing	SWBAT Improve clarity, coherence, and correctness through revision and editing.	<b>Revising and Editing</b> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Conduct peer editing sessions focusing on content, organization, and style.</li> <li>• Provide checklists and rubrics for self-assessment.</li> <li>• Schedule individual conferences for targeted feedback.</li> </ul>	Revising and Editing Revision Quality
Finalizing and Formatting	SWBAT review that the final paper is polished and correctly formatted.	<b>Finalizing and Formatting</b> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Review formatting guidelines (MLA, APA, etc.).</li> <li>• Provide resources for citation and bibliography.</li> <li>• Conduct final proofreading and formatting checks.</li> </ul>	Formatting Accuracy
Infographic Integration	SWBAT Create and integrate an infographic that complements and enhances the research paper	<b>Visual Component Integration</b> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Teach infographic design principles and tools. Use district approved technology resources, such as Canva or Adobe Spark.</li> <li>• Guide students in creating an infographic that visually represents key points of their argument.</li> <li>• Incorporate the infographic into the final paper.</li> </ul>	Infographic Integration Infographic Design
Presentation and Peer Review	SWBAT Present research findings and receive constructive feedback.	<b>Presentation and Peer Review</b> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Organize presentation sessions where students present their arguments and solutions.</li> <li>• Facilitate peer review sessions to provide and receive feedback on presentations.</li> </ul>	Presentation Feedback
Reflection and Self-Assessment	SWBAT Reflect on the research and writing	<b>Reflection and Self-Assessment</b> <b>Activity:</b> <ul style="list-style-type: none"> <li>• Provide reflection prompts for students to assess their</li> </ul>	Self-Reflection

	process to identify strengths and areas for improvement.	<p>own work.</p> <ul style="list-style-type: none"> <li>• Conduct class discussions on the challenges and successes of the project.</li> <li>• Encourage students to set goals for future writing projects</li> </ul>	
		<p>*Note to Teachers*</p> <ul style="list-style-type: none"> <li>• Teachers should allocate time for individual conferences with students throughout the research process.</li> <li>• Study Sync Resources: Teachers may leverage the diverse resources provided by Study Sync to teach the skills and methods of the research process as they deem appropriate.</li> </ul>	

## Standards

<b>ELA.L.SS.11–12.1</b>	Demonstrate command of the system and structure of the English language when writing or speaking.
<b>ELA.L.SS.11–12.1.B</b>	Observe hyphenation conventions.
<b>ELA.L.SS.11–12.1.C</b>	Recognize spelling conventions.
<b>ELA.RI.CI.11–12.2</b>	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
<b>ELA.RI.PP.11–12.5</b>	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
<b>ELA.RI.MF.11–12.6</b>	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
<b>ELA.W.AW.11–12.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>ELA.W.AW.11–12.1.A</b>	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.
<b>ELA.W.AW.11–12.1.B</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.
<b>ELA.W.AW.11–12.1.C</b>	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.



<b>ELA.W.AW.11–12.1.D</b>	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.
<b>ELA.W.AW.11–12.1.E</b>	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
<b>ELA.W.WP.11–12.4</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
<b>ELA.W.WR.11–12.5</b>	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.
<b>ELA.W.SE.11–12.6</b>	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).
<b>ELA.W.RW.11–12.7</b>	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.
<b>ELA.SL.II.11–12.2</b>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>ELA.SL.PI.11–12.4</b>	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
<b>ELA.RI.CT.11–12.8.</b>	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements
<b>ELA.W.WR.11–12.5.</b>	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.
<b>ELA.SL.UM.11–12.5.</b>	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.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

ELL (English Language Learners):

Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair

ELL students with proficient English-speaking peers for collaborative reading and discussion.  
Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

**Gifted Students:**

**Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

**Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

**Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

**Special Education Students:**

**Individualized Support:** Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

**Alternative Assessments:** Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

**Flexible Timelines:** Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

**Behavioral and Emotional Support:** Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

From Study Sync: Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

## **Suggested Technological Innovations/Use**

Study Sync Platform

Google Classroom/OnCourse Classroom

Use of Google Translate as needed

Skill Reinforcement: Kahoot, Blooket, etc.

Research Databases (Ebsco, Facts of File, Fact Cite etc.)

Peer-editing tools

## **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1. 12acc.C1b, 2.2.12. PF.3).

9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1. 3E.12profCR3.a).

9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service

learning

9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3: Analyze data using tools and models to make valid and readability.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL. IPRET.6).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

## Unit 5: Shadows and Sunlight: The Duality of Romanticism

Content Area: **Language Arts**

Course(s): English 12 CP/Core

Time Period: Semester 2

Length: 3-4 Weeks

Status: **UNPublished**

### Summary of the Unit

In this unit, "Shadows and Sunlight: The Duality of Romanticism," students will explore the contrasting aspects of Romanticism by delving into both its lighter, idealistic side and its darker, more gothic elements. The purpose of this unit is to help students understand the multifaceted nature of the Romantic movement, which emerged as a reaction against the Enlightenment's emphasis on reason and order, celebrating emotion, nature, and individualism instead.

Through the works of various Romantic and Dark Romantic writers and poets, students will analyze themes of beauty, nature, and transcendence alongside those of horror, mystery, and the supernatural. Key texts include poems such as "Ode to a Nightingale" by John Keats and "I Wandered Lonely as a Cloud" by William Wordsworth, juxtaposed with darker works like Edgar Allan Poe's "The Haunted Palace" and Samuel Taylor Coleridge's "The Rime of the Ancient Mariner."

Additionally, students will examine short stories like Poe's "The Cask of Amontillado" and Hawthorne's "Young Goodman Brown," alongside more contemporary media like select episodes of *Stranger Things* and clips from *Dead Poets Society*, to draw connections between past and present representations of Romantic ideals.

By engaging with these texts and media, students will develop critical thinking skills as they compare the light and dark aspects of Romanticism. They will also gain a deeper appreciation for the complexity of human emotion and the ways in which literature reflects the dualities of human experience. The unit will culminate in a creative project where students synthesize their understanding of Romanticism's duality, demonstrating how both shadows and sunlight contribute to the rich tapestry of this literary movement.

## Enduring Understandings

Romanticism includes the celebration of nature's beauty and the exploration of the darker aspects of the human experience. Light Romanticism focuses on the sublime, emotion, and the beauty of nature, while Dark Romanticism delves into the gothic, the supernatural, and the complexities of the human psyche.

Individualism and personal expression are central themes in both forms of Romanticism, highlighting the importance of self-discovery and authenticity.

Modern media can capture and reinterpret Romantic themes, making them relevant to contemporary audiences.

Authors use language, tone, and mood to create distinctive contrasts between Romantic and Dark Romantic literature, highlighting how stylistic elements shape thematic expression.

The setting in Romantic and Dark Romantic literature plays a crucial role in creating atmosphere and reinforcing thematic elements, illustrating how environment and context contribute to the overall impact of a story.

Character development and conflict in Romantic and Dark Romantic literature are essential in revealing the underlying themes and contrasts between light and dark Romanticism, demonstrating how characters' struggles and growth reflect broader thematic concerns.

## Essential Questions

- How do Romantic writers celebrate nature, emotion, and imagination?
- How do the themes and portrayals of human experience differ between the light and dark aspects of Romanticism?
- What role does individualism play in both dark and light Romantic literature?
- How do contemporary media reflect the themes of Romanticism?
- How do the literary elements of structure and style contribute to the development of themes in Romantic literature?
- In what ways do the use of symbolism and imagery in Romantic literature enhance the reader's understanding of the text's underlying messages?
- How do authors' choices in language, tone, and mood create contrasts between Romantic and Dark Romantic literature?
- How does the setting in Romantic literature contribute to the overall atmosphere and thematic elements of the story?
- What role do character development and conflict play in highlighting the dichotomy between light and dark Romanticism?

## Summative Assessment and/or Summative Criteria

**Media Analysis:** Students will watch clips from Dead Poets Society and Stranger Things to identify and analyze Romantic themes, complete a media analysis handout, and write a reflection comparing how these themes are presented in historical and modern contexts, enhancing their understanding of Romanticism.

**Creative Project:** Modern Adaptation of a Romantic Story or Poem: Students will create a modern adaptation that captures the essence of Romantic themes and motifs from a selected Romantic story or poem.

## Resources

Unit resources labeled "(SS)" indicate texts included in *StudySync*.

Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

## Key Texts

### Short Stories:

Washington Irving, "Rip Van Winkle" (Light) (SS)  
Oscar Wilde, "The Happy Prince" (Light) (SS)  
Nathaniel Hawthorne, "Young Goodman Brown" (Dark) (SS)  
Edgar Allan Poe, "The Cask of Amontillado" (Dark) (SS)  
Nathaniel Hawthorne, "Rappaccini's Daughter" (Dark) (SS)

### Poems:

William Wordsworth, "Lines Composed a Few Miles Above Tintern Abbey" (Light) (SS)  
John Keats, "Ode to a Nightingale" (Light) (SS)  
"I Wandered Lonely as a Cloud" by William Wordsworth (Light) (SS)  
Percy Bysshe Shelley, "Ozymandias" (Dark) (SS)  
Samuel Taylor Coleridge, "The Rime of the Ancient Mariner" (Dark) (SS)  
John Keats, "La Belle Dame sans Merci" (Dark) (SS)  
Edgar Allan Poe, "The Haunted Palace" (Dark) (SS)

### Films/Media:

[Young Goodman Brown by Nathaniel Hawthorne \(Highschool class project\)](#)

[Rip Van Winkle Story | Stories for Teenagers | @EnglishFairyTales](#)

["Lines Composed a Few Miles above Tintern Abbey" by William Wordsworth \(read by Michael Sheen\)](#)

[Ozymandias - As Read by Bryan Cranston: Breaking Bad](#)

[The Cask of Amontillado Reading](#)

[Rappaccini's Daughter by Nathaniel Hawthorne | Full Audiobook | \(Part 1 of 2\)](#)

### Modern Media:

Film: Dead Poets Society (1989) (Light)  
TV Show: Stranger Things (2016present) (Dark)

### *Stranger Things* Episodes:

1. Season 1, Episode 1 ("The Vanishing of Will Byers"): This episode introduces the main characters and the mysterious disappearance of Will Byers. It sets up the supernatural elements and the strong friendships that are central to the series.
2. Season 2, Episode 1 ("MADMAX"): This episode revisits the characters a year after the events of Season 1, showing how they have been affected by the previous season's events. It also introduces new characters and foreshadows upcoming conflicts.
3. Season 3, Episode 1 ("Suzie, Do You Copy?"): This episode showcases the group enjoying their summer before strange things begin happening again in Hawkins. It highlights the theme of coming of age and the challenges of growing up.

### *Dead Poets Society* Clips:

1. "O Captain! My Captain!" Scene: This iconic scene demonstrates the impact of Mr. Keating's teachings on the students and



	<p>elements.</p> <p>SWBAT present findings on how excerpts reflect the key characteristics of light or dark Romanticism.</p> <p>SWBAT discuss the influence of historical and cultural contexts on the themes and characteristics of Romanticism.</p> <p>SWBAT use Study Sync to analyze text, learn vocabulary, and assess their understanding of key themes and concepts.</p>	<p>stylistic elements that represent either light or dark Romanticism. Presentation: Groups present their findings to the class, explaining how their excerpts reflect the key characteristics of light or dark Romanticism.</p> <p><b>Guided Discussion: Possible discussion Questions:</b></p> <p>How do the themes of light Romanticism differ from those of dark Romanticism? In what ways do light Romantic texts celebrate nature and human potential, while dark Romantic texts explore the darker aspects of human experience? How do the historical and cultural contexts of the Romantic period influence the themes and characteristics of both light and dark Romanticism?</p> <p><b>*Study Sync Option:</b> Students can delve into the concepts of Romanticism using the Study Sync Activity: <b>Literary Focus: Romanticism.</b> Teachers can select the activities that best assess student understanding during and after the reading.</p>	<p>Romanticism Group Activity</p> <p>Guided Discussion</p> <p>Vocabulary (SS) Think Questions (SS) Your Turn (SS) Study Sync TV Response (SS) Write Response (SS) Quiz (SS) Skills Reviews (SS)</p>
<p>Close Reading and Analysis of "Rip Van Winkle" and "Young Goodman Brown" 4-5 days</p>	<p>SWBAT analyze and interpret the themes of nature, imagination, and individualism in both "Rip Van Winkle" and "Young Goodman Brown."</p> <p>SWBAT conduct a close reading and annotation of "Rip Van Winkle" or "Young Goodman Brown" to identify and analyze key themes.</p>	<p><b>Activity: Close Reading and Analysis of "Rip Van Winkle" and "Young Goodman Brown"</b></p> <p><b>Introduction to Themes:</b> Briefly review the key themes of nature, imagination, and individualism as they relate to Romantic literature. Discuss how these themes manifest differently in Light and Dark Romanticism. For instance, nature might be portrayed as idyllic and restorative in light Romanticism versus ominous and supernatural in dark Romanticism.</p> <p><b>Close Reading Preparation:</b> Divide students into two groups. Assign one group to "Rip Van Winkle" and the other to "Young Goodman Brown." Provide students with a set of guiding questions for their close reading, such as: How does the author use nature in the story? What role does it play in the protagonist's journey? In what ways do imagination and individualism shape the protagonist's</p>	<p>Close Reading Responses</p>

	<p>SWBAT discuss and compare how nature, imagination, and individualism are portrayed in light and dark Romanticism through group discussion.</p> <p>SWBAT analyze and explain how specific passages from the texts contribute to the overall Romantic qualities of the stories.</p> <p>SWBAT use Study Sync to analyze text, learn vocabulary, and assess their understanding of key themes and concepts in "Young Goodman Brown" and "Rip Van Winkle."</p>	<p>experiences and actions? How do these themes reflect the characteristics of Light or Dark Romanticism? <b>Close Reading and Annotation:</b> Have each group read their assigned text, using highlighters or digital tools to annotate key passages related to the themes. Encourage students to note any symbols, imagery, or narrative techniques that illustrate the themes of nature, imagination, and individualism. <b>Group Discussion:</b> After reading and annotating, bring students together into their original groups. Each group will discuss their findings based on the guiding questions. Ask students to identify specific passages that highlight the themes and to consider how these passages contribute to the overall Romantic qualities of the text.</p> <p><b>*Study Sync Option:</b> Both texts: "Young Goodman Brown" and "Rip Van Winkle" are provided through the SS platform. Teachers can select the activities that best assess student understanding during and after the reading.</p> <p><b>Skills Review:</b> Textual Analysis, Comparative Analysis <a href="#">Young Goodman Brown by Nathaniel Hawthorne (Highschool class project)</a> <a href="#">Rip Van Winkle Story   Stories for Teenagers   @EnglishFairyTales</a></p>	<p>Annotations</p> <p>Group Discussion</p> <p>Vocabulary (SS) Think Questions (SS) Your Turn (SS) Study Sync TV Response (SS) Write Response (SS) Quiz (SS) Skills Reviews (SS)</p>
<p>Listening/Visual Comparative Analysis of "Lines Composed a Few Miles Above Tintern Abbey" and "Ozymandias" 2-3 days</p>	<p>SWBAT compare and contrast the depiction of nature and emotion in "Lines Composed a Few Miles Above Tintern Abbey" and "Ozymandias."</p>	<p><b>Activity: Listening/Visual Comparative Analysis of "Lines Composed a Few Miles Above Tintern Abbey" and "Ozymandias"</b></p> <p><b>Introduction to Poetry Analysis:</b> Begin with a brief introduction to key elements of poetry analysis, focusing on how to analyze themes, imagery, and emotional tone.</p> <p><b>Poetry Listening and Analysis Preparation:</b> - Provide links to YouTube videos of the poems being read aloud. Play each video once or twice, allowing students to listen carefully. <a href="#">"Lines Composed a Few Miles above Tintern Abbey" by William Wordsworth</a></p>	<p>Poetry Notes</p> <p>Listening Activity</p>



	<p>SWBAT create a visual representation of "Lines Composed a Few Miles Above Tintern Abbey" and "Ozymandias" using sculpting clay or poster board to capture the imagery and themes of the poems.</p> <p>SWBAT use Study Sync to analyze text, learn vocabulary, and assess their understanding of key themes and concepts</p>	<p><a href="#">(read by Michael Sheen)</a>  <a href="#">Ozymandias - As Read by Bryan Cranston: Breaking Bad</a></p> <ul style="list-style-type: none"> <li>- Distribute poetry analysis handouts with guiding questions, such as: <ul style="list-style-type: none"> <li>- How does the poet use imagery to depict nature in the poem?</li> <li>- What emotions are conveyed through the language and structure of the poem?</li> <li>- How do the themes of nature and emotion reflect Light or Dark Romanticism in each poem?</li> </ul> </li> </ul> <p><b>Creating Play-Doh Sculptures:</b> Divide students into pairs or small groups, assigning each group one of the two poems. Have each group listen to their assigned poem again, this time focusing on annotating the key passages related to nature and emotion. They should use sticky notes or digital tools to mark significant passages. Provide Play-Doh and sculpting tools for creating their visual representations or poster board and markers. Instruct groups to create Play-Doh sculptures that capture: Key imagery and symbols from the poem. The emotions and themes conveyed by the poet.</p> <ul style="list-style-type: none"> <li>- Encourage students to focus on: <ul style="list-style-type: none"> <li>- "Lines Composed a Few Miles Above Tintern Abbey": Depict the natural landscape, tranquil settings, and reflective elements.</li> <li>- "Ozymandias": Represent the ruined statue, the desolate landscape, and the theme of impermanence.</li> </ul> </li> </ul> <p><b>Group Presentations and Discussion:</b> Have each group present their Play-Doh sculpture to the class. They should explain how their sculpture reflects the imagery, themes, and emotions of the poem. Facilitate a class discussion comparing the sculptures. Discuss how each representation captures the essence of the respective poem and how it reflects the characteristics of Light and Dark Romanticism.</p> <p><b>*Study Sync Option:</b> Both poems: "Lines Composed a Few Miles Above Tintern Abbey" and "Ozymandias" are provided through the SS platform. Teachers can select the activities that best assess student understanding during and after the reading.</p>	<p>Sculpture Assessment</p> <p>Vocabulary (SS)  Think Questions (SS)  Your Turn (SS)  Study Sync TV Response (SS)  Write Response (SS)  Quiz (SS)  Skills Reviews (SS)</p>
--	--	---	--

<p>Modern Media Connection 1 week</p>	<p>SWBAT identify and analyze Romantic themes in contemporary media.</p> <p>SWBAT compare Romantic themes in different contexts (historical vs. modern).</p> <p>SWBAT compose a written reflection connecting Romantic texts with modern adaptations.</p>	<p><b>Activity: Modern Media Connection:</b></p> <p><b>Lecture: Review Romantic themes:</b> Review key themes of Light and Dark Romanticism, focusing on aspects such as nature, imagination, individualism, the supernatural, and the sublime.</p> <p><b>Viewing Clips:</b> Watch the selected clips from <i>Dead Poets Society</i> and <i>Stranger Things</i>. Take notes on how these clips might reflect Romantic themes:</p> <p><i>Dead Poets Society:</i></p> <ul style="list-style-type: none"> <li>- “Carpe Diem” speech: Emphasizes individualism and seizing the moment.</li> <li>- “O Captain! My Captain!” scene: Reflects themes of admiration, rebellion, and the power of poetry.</li> </ul> <p><i>Stranger Things:</i></p> <ul style="list-style-type: none"> <li>- Season 1, Episode 1: Focus on isolation and supernatural elements, exploring fear and the unknown.</li> <li>- Season 2, Episode 4: Examine the Upside Down as a metaphor for the sublime and the exploration of inner fears.</li> </ul> <p><b>Media Analysis:</b> Students will complete the media analysis handout (teacher created) individually. The handout will include guiding questions to help you focus on: How do the themes in the clips relate to Light Romanticism (e.g., celebration of nature, individualism) or Dark Romanticism (e.g., the supernatural, fear)? What elements in each clip reflect Romantic ideals or motifs? How do the characters and plot in each clip embody Romantic themes? Provide specific examples from the clips to support your analysis.</p> <p><b>Written Reflection:</b> Write a detailed reflection connecting the Romantic themes identified in the clips to the broader context of Romanticism. Compare and contrast how these themes are presented in the clips from <i>Dead Poets Society</i> and <i>Stranger Things</i>. Discuss the relevance of Romanticism in modern storytelling and how analyzing these clips has enhanced your understanding of Romantic themes.</p>	<p>Media Analysis</p> <p>Written Reflection</p>
<p>Close Reading and Analysis: "The Cask of Amontillado "by Edgar Allan Poe</p>	<p>SWBAT analyze and interpret themes of the supernatural and the darker aspects of the human psyche in "The Cask of</p>	<p><b>Activity: Close Reading and Analysis: "The Cask of Amontillado "by Edgar Allan Poe and "Rappaccini's Daughter" by Nathaniel Hawthorne.</b></p>	

<p>and "Rappaccini's Daughter" by Nathaniel Hawthorne.</p>	<p>Amontillado" by Edgar Allan Poe and "Rappaccini's Daughter" by Nathaniel Hawthorne.</p> <p>SWBAT create a list of comparisons between the texts.</p> <p>SWBAT use Study Sync to analyze text, learn vocabulary, and assess their understanding of key themes and concepts</p>	<p><b>Pre-Reading Preparation:</b> Prepare a brief lecture or presentation outlining the key themes of the supernatural and darker aspects of the human psyche. Provide students with a handout on annotating texts, including prompts related to themes and motifs. Briefly introduce "The Cask of Amontillado" and "Rappaccini's Daughter", emphasizing their thematic exploration of the supernatural and darker psychological elements.</p> <p><b>Close Reading:</b> Reading: Students read "The Cask of Amontillado" and "Rappaccini's Daughter" individually. Instruct students to annotate passages that reflect themes of the supernatural and darker psychological aspects. Provide specific annotation prompts such as: Highlight phrases or sentences that evoke a sense of dread or horror. Note any supernatural elements or psychological complexities in the characters. Write comments in the margins about how these elements contribute to the overall themes.</p> <p><b>Comparative Analysis:</b> Chart Creation: On chart paper or a whiteboard, list the key themes and examples from both texts. Students can work together to create a visual representation of their comparisons, noting similarities and differences. Discuss. <a href="#">The Cask of Amontillado Reading Rappaccini's Daughter by Nathaniel Hawthorne   Full Audiobook   (Part 1 of 2)</a></p> <p><b>*Study Sync Option:</b> Both texts: "The Cask of Amontillado" by Edgar Allan Poe and "Rappaccini's Daughter" by Nathaniel Hawthorne are provided through the SS platform. Teachers can select the activities that best assess student understanding during and after the reading.</p>	<p>Close Reading</p> <p>Comparative Analysis</p> <p>Vocabulary (SS) Think Questions (SS) Your Turn (SS) Study Sync TV Response (SS) Write Response (SS) Quiz (SS) Skills Reviews (SS)</p>
<p>Close Reading and Analysis: "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge and "La Belle Dame sans Merci" by</p>	<p>SWBAT analyze the portrayal of the supernatural and its impact on the protagonists in "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge and "La Belle Dame sans Merci" by John Keats.</p>	<p><b>Activity: Close Reading and Analysis: "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge and "La Belle Dame sans Merci" by John Keats.</b></p> <p><b>Pre-Reading Preparation:</b> Prepare a brief lecture or presentation on Romantic poetry, focusing on themes of the supernatural and its impact on characters.</p>	

<p>John Keats.</p> <p>2-3 days</p>	<p>SWBAT analyze and interpret the texts through collaborative discussion.</p>	<p>Develop annotating guides with specific prompts related to the supernatural and character impact in the poems.</p> <p><b>Introduction to the Poems:</b> Lecture: Provide an overview of both poems, highlighting key elements of Romanticism and the role of the supernatural in each work. Context: Briefly introduce the plot and main characters of "<i>The Rime of the Ancient Mariner</i>" and "<i>La Belle Dame sans Merci</i>", focusing on the supernatural elements in each poem.</p> <p><b>Close Reading and Annotation:</b>  <b>Reading:</b> Students read both poems individually and annotate passages related to the supernatural. Use the following prompts:</p> <p>For "<i>The Rime of the Ancient Mariner</i>": Highlight instances of supernatural events (e.g., the albatross, the ghost ship). Note how these supernatural elements affect the Mariner's journey and psyche.  For "<i>La Belle Dame sans Merci</i>": Highlight descriptions of the supernatural (e.g., the fairy-like lady). Note the impact of the supernatural on the knight's experience and his fate.</p> <p><b>Small Group Discussion:</b> Divide students into small groups, each with a mix of students who read both poems.</p> <p><b>Discussion Prompts:</b></p> <ul style="list-style-type: none"> <li>• How is the supernatural portrayed in each poem?</li> <li>• What impact does the supernatural have on the protagonists in "<i>The Rime of the Ancient Mariner</i>" and "<i>La Belle Dame sans Merci</i>"?</li> <li>• How do these supernatural elements influence the plot and themes of each poem?</li> <li>• What similarities and differences can you identify in the portrayal of the supernatural?</li> </ul> <p><b>Group Work:</b> Groups should discuss and prepare a summary of their findings.</p>	<p>Annotations</p> <p>Group Discussion</p>
------------------------------------	--	--	--

	<p>SWBAT use Study Sync to analyze text, learn vocabulary, and assess their understanding of key themes and concepts</p>	<p><b>Class Discussion and Synthesis:</b> Summarize key findings from the group presentations. Facilitate a class discussion on:</p> <p>How the portrayal of the supernatural differs between the two poems. The overall effect of the supernatural on the protagonists and themes. Connect the findings to broader Romantic themes and discuss the significance of the supernatural in Romantic poetry.</p> <p><b>*Study Sync Option:</b> Both texts: "<i>The Rime of the Ancient Mariner</i>" by Samuel Taylor Coleridge and "<i>La Belle Dame sans Merci</i>" by John Keats are provided through the SS platform. Teachers can select the activities that best assess student understanding during and after the reading.</p>	<p>Vocabulary (SS) Think Questions (SS) Your Turn (SS) Study Sync TV Response (SS) Write Response (SS) Quiz (SS) Skills Reviews (SS)</p>
<p>Creative Project: Modern Adaptation of a Romantic Story or Poem 1- 2 weeks</p>	<p>SWBAT create a modern adaptation that captures the essence of Romantic themes and motifs from a selected Romantic story or poem.</p>	<p><b>Creative Project: Modern Adaptation of a Romantic Story or Poem</b></p> <p><b>Pre-Activity Preparation:</b> Develop and distribute a rubric outlining the criteria for evaluating the creative projects - have students build the rubric with you. Ensure students have access to the Romantic texts they will be adapting. Provide necessary materials for their chosen project format (writing, visual art, film, or dramatic reading).</p> <p><b>Introduction to the Project:</b> Explain the creative project, emphasizing that students will modernize a romantic story or poem while retaining its core themes and motifs. Present examples of modern adaptations (e.g., a classic story set in the present day, or a poem interpreted through a contemporary lens).</p> <p><b>Project Planning:</b> Students choose a romantic story or poem they wish to adapt. Provide a list of texts previously studied in class or allow them to select another text with approval.</p> <p><b>Format Choice:</b> Students decide on the format of their adaptation (short story, script, visual art, film, or dramatic reading).</p> <p><b>Planning:</b> Guide students to create a plan for their adaptation. This should include: <b>Summary:</b> A brief summary of the Romantic text they are adapting. <b>Modern Context:</b> How they will place the story or poem in a modern setting or</p>	<p>Creative Project: Modern Adaptations w/ presentations</p>

		<p>interpret it through contemporary issues.  Themes and Motifs: How they will preserve or reinterpret the key Romantic themes and motifs in their adaptation.  <b>Creation Phase: Writing (Short Story/Script):</b>  Drafting: Students write their short story or script, ensuring they capture Romantic themes and adapt the narrative effectively. Provide time for peer review and instructor feedback. Students revise their drafts based on feedback.</p> <ul style="list-style-type: none"> <li>-Visual Art: Students create visual art pieces inspired by the Romantic text. This could be a modern illustration, collage, or multimedia artwork. Allow time for feedback and revisions based on peer and instructor input.</li> <li>- Film: <ul style="list-style-type: none"> <li>- Scriptwriting: Students write and refine their film scripts, focusing on dialogue and scene setting.</li> <li>- Filming: Students record their short films using available equipment, ensuring they capture the essence of Romantic themes.</li> <li>- Editing: Provide time for editing and refining the film.</li> </ul> </li> <li>- Dramatic Reading: <ul style="list-style-type: none"> <li>- Selection and Preparation: Students choose a dramatic excerpt from their adaptation or a passage from the original Romantic text to perform. They prepare their reading with attention to tone, emotion, and expression.</li> <li>- Rehearsal: Allow time for students to rehearse their dramatic readings, focusing on vocal expression and stage presence.</li> <li>- Performance: Students perform their dramatic readings for the class, showcasing their interpretation of the Romantic themes and how they adapted the text.</li> </ul> </li> </ul> <p><b>Presentation and Reflection:</b></p> <ul style="list-style-type: none"> <li>- Presentations: Each student or group presents their adaptation to the class. This includes a brief introduction to their project, a demonstration or reading of their work, and an explanation of how they preserved or adapted the Romantic themes.</li> <li>- Discussion: Facilitate a class discussion after each presentation, focusing on the effectiveness of the adaptation and how well the Romantic themes were captured.</li> </ul>	
--	--	--	--

	<p>SWBAT articulate a coherent argument about the celebration of Romantic themes in literature, supported by textual evidence.</p>	<p>- Reflection:  - Written Reflection: Students write a brief reflection on their project, addressing:  - How they adapted the Romantic text to a modern context.  - How they retained or reinterpreted the key themes and motifs.  - The challenges they faced and what they learned from the project.</p> <p><b>Final Assessment (Optional):</b> Write an analytical essay on how Romanticism explores both the beauty of nature and the darker aspects of human experience, using examples from the texts and media studied.</p>	<p>Analytical Essay</p>
--	--	--	-------------------------

## Standards

<p>ELA.L.KL.11–12.2</p>	<p>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.</p>
<p>ELA.L.VL.11–12.3</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p>
<p>ELA.RL.CR.11–12.1</p>	<p>Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p>
<p>ELA.RL.CI.11–12.2</p>	<p>Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p>
<p>ELA.RL.IT.11–12.3</p>	<p>Analyze the impact of the author’s choices as they develop ideas throughout the text 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).</p>
<p>ELA.RL.TS.11–12.4</p>	<p>Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p>
<p>ELA.RL.PP.11–12.5</p>	<p>Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p>
<p>ELA.RL.MF.11–12.6</p>	<p>Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).</p>
<p>ELA.RL.CT.11–12.8</p>	<p>Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their</p>

themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

- ELA.W.AW.11–12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELA.W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.W.NW.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.
- ELA.W.NW.11–12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.W.NW.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).
- ELA.W.NW.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.
- ELA.W.NW.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.
- ELA.W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.
- ELA.SL.PE.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.



ELA.SL.PI.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.
ELA.SL.UM.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.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

#### ELL (English Language Learners):

**Language Support:** Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

**Reading Assistance:** Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts. Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

**Scaffolded Instruction:** Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

#### Gifted Students:

**Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

**Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

**Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

#### Special Education Students:

**Individualized Support:** Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

**Alternative Assessments:** Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

**Flexible Timelines:** Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

**Behavioral and Emotional Support:** Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

**From Study Sync:** Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

## Suggested Technological Innovations/Use

Study Sync Platform

Google Classroom/OnCourse Classroom

Use of Google Translate as needed

Skill Reinforcement: Kahoot, Blooket, etc.

Research Databases (Ebsco, Facts of File, Fact Cite etc.)

Peer-editing tools

## Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12. PF.3).

9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning

9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3: Analyze data using tools and models to make valid and readability. IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL. IPRET.6).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

# Unit 6: Times of Transition

Content Area: **Language Arts**  
Course(s): English 12 CP/Core  
Time Period: Semester 2  
Length: 4-5 Weeks  
Status: **UN Published**

## Summary of the Unit

Unit 6: Times of Transition

Heraclitus, an ancient Greek philosopher, famously stated that change is the only constant in life. Every day, people adjust their clothes, locations, and attitudes. Some changes are minor and have little impact, while others are significant and life-altering. How do we navigate these changes? How do external forces shape our internal selves? What insights can we gain from reading about how others respond to major life changes?

To explore the larger theme and essential questions of this unit, we will start with a Maker Faire project. Students will create a physical object and deliver an oral presentation on how it can or will serve a community or school's needs. The unit itself will lean more towards project-based learning.

In this unit, students will delve into postmodern and postcolonial literature. They will analyze excerpts from postmodern texts such as "The Mysterious Anxiety of Us and Them" and postcolonial work like "Ghosts." They will also study fiction by reading the short story "A Temporary Matter." Students will examine how our world is evolving today through argumentative texts like "Blindspot: Hidden Biases of Good People", and "Honesty on Social Media."

Novel choices for this unit will include *The Kite Runner*, *The Alchemist*, or the play *Death and the King's Horseman*. By the end of the unit, students will transition from readers to writers and speakers, applying their understanding of argumentative writing to their own oral presentations.

**\*This unit focuses on in-depth novel study, allowing teachers to select the novel of their choice. Educators can follow the suggested sequence for paired readings or adjust the order as they see fit. \***

## Enduring Understandings

Change, both minor and major, is a constant force in life that shapes our attitudes, behaviors, and identities.

- Postmodern and postcolonial literature provide valuable perspectives on how individuals and societies cope with and respond to change.
- Understanding biases, media literacy, and social honesty are crucial in navigating the evolving landscape of our modern world.
- Literary works offer profound insights into human experiences of transformation, resilience, and personal growth in the face of adversity.
- Engaging in hands-on projects and oral presentations fosters a deeper understanding of literature's practical relevance and its impact on real-world issues and community needs.
- Story structure and thematic elements are crucial for understanding how narratives explore and represent personal and societal transformations.
- Context clues and textual evidence provide essential support for analyzing and discussing the deeper meanings and implications of literary and informational texts.
- Media formats and language styles play a significant role in shaping audience perceptions and effectiveness of communication, especially when addressing complex themes like change and adaptation.

- Mastery of oral presentation skills—such as organization, clarity, and engagement—enhances the ability to effectively communicate complex ideas and arguments to an audience.

## Essential Questions

- How are we shaped by change? How can I create change?
- How do external forces and significant life changes shape our internal identities and perspectives?
- What insights can we gain from postmodern and postcolonial literature about navigating change and transition?
- How do contemporary texts and speeches reflect the challenges and opportunities presented by social and cultural change?
- In what ways do novels like *The Kite Runner*, *The Alchemist*, and *Death and the King's Horseman* explore themes of transformation and personal growth?
- How can creating and presenting a project for a Maker Faire help us understand the practical applications of literature and change in our communities?
- How does understanding story structure and theme enhance our interpretation of literature and its reflection of personal and societal change?
- In what ways do context clues and textual evidence help us analyze and connect with the themes and messages in both fiction and nonfiction texts?
- How do different media formats and language styles influence the way information about change is presented and perceived?
- What are the key components of an effective oral presentation, and how can they be used to communicate complex ideas clearly and persuasively?

## Summative Assessment and/or Summative Criteria

**Maker Faire Project:** To explore the larger theme and essential question of this unit, students will kick off with a Maker Fair project. The goal for students will be to design and create a physical object that addresses a need within the community or school.

### Final Projects (Novels):

*The Kite Runner* (**Character Reflection Journal:** Reflect on the development of key characters and their journeys throughout the novel).

*The Alchemist* (**Reflection Essay:** Write a short essay (1-2 pages) reflecting on how Santiago's journey in *The Alchemist* inspired or influenced your understanding of pursuing personal goals. Discuss any insights gained about overcoming obstacles and staying true to one's dream)

*Death and the King's Horseman* (**Ritual Creation:** Create a fictional cultural ritual or ceremony inspired by the themes and elements in *Death and the King's Horseman*).

## Resources

Unit resources labeled "(SS)" indicate texts included in *StudySync*.

Units may be completed with a combination of novel/long text choice and short works, with novel/long text choice only, or with short works only.

**Short Stories/Poems/Nonfiction Texts/Excerpts:**

- The Mysterious Anxiety of Them and Us (Fiction) (SS)
- A Temporary Matter (Fiction) (SS)
- Ghosts (Fiction) (SS)
- Blindspot: Hidden Biases of Good People (Argumentative) (SS)
- Honesty on Social Media (Argumentative) (SS)

**Longer Text Options:**

*The Kite Runner*- Khaled Hosseini

*The Alchemist*- Paulo Coelho

*Death and the King's Horseman* - Wole Soyinka

**Self- Selected Text Options:**

- [Childhood's End \(Fiction\)](#) (SS)
- [A Bend in the River \(Fiction\)](#) (SS)
- [Heart of Darkness \(Fiction\)](#) (SS)

**Novels/Plays**

*The Kite Runner*- Khaled Hosseini

*The Alchemist*- Paulo Coelho

*Death and the King's Horseman* - Wole Soyinka

**Film/Media:**

[Kite Flying in Afghanistan \(Short Documentary\)](#)

[Afghan Kite Runners: Smiling Face Behind Harsh Reality](#)

[What Is a Personal Legend—and Are You Living It? | SuperSoul Sunday | Oprah Winfrey Network](#)

[Chase your Personal Legend To Live a Satisfying life](#)

[The myth of Narcissus and Echo - Iseult Gillespie](#)

**Unit Plan**

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments

<p>Unit Introduction: Times of Transition</p> <p>Maker Faire Project</p>	<p>SWBAT identify the concept of a maker, identify tools and resources used by makers, and research local organizations to determine community needs for donation projects.</p> <p>SWBAT brainstorm and generate creative ideas for items to make and donate, assess available resources, and develop a clear project plan, including the necessary supplies and distribution strategy.</p> <p>SWBAT create a detailed plan, including a model of their design/project and a short oral presentation.</p> <p>SWBAT reflect on the project by planning and hosting a mini maker faire to showcase their work, receive community feedback, and identify areas for improvement and future steps.</p>	<p><b>Maker Fair Project:</b></p> <p>To explore the larger theme and essential question of this unit, students will kick off with a Maker Fair project. The goal for students will be to design and create a physical object that addresses a need within the community or school.</p> <p>1. Explore the essential questions: How are we shaped by change? How can I create change? Define the term Maker Faire: <b>Maker Faire</b> is a <a href="#">convention of do it yourself</a> (DIY) enthusiasts established by <i>Make</i> magazine in 2006. Participants come from a wide variety of interests, such as robotics, 3D printing, computers, <a href="#">arts and crafts</a>, and <a href="#">hacker culture</a>.</p> <p><b>Project Summary Steps (See Study Sync Project Based Learning Handbook for more details)</b></p> <p>1. Investigate: Research what a maker is, the tools they use, potential items to create to solve a community or school problem, and available resources.</p> <p>2. Brainstorm: Collaborate with classmates to generate and refine ideas for items to make, considering how to repurpose materials creatively.</p> <p>3. Plan: Define the project, identifying the item to be made, the need it serves, required supplies and tools, and the distribution strategy. Create a physical or digital.</p> <p>4. Create and Distribute: Execute the plan by making and distributing the items to the chosen organizations or individuals (you may do this as just a class project).</p> <p>5. Celebrate, Reflect, and Present: Host a mini maker faire to showcase the projects, gather class feedback, and reflect on the project's success and areas for improvement. Conclude with an oral presentation on how the project serves a community or school need.</p>	<p>Maker Fair School/Community Project w/ Oral Presentation</p>
<p>Times of Transition: The Big Idea (SS)</p>	<p>SWBAT determine the big ideas of the unit through various Study Sync activities.</p>	<p>Begin the unit by assigning or reviewing the following using the Study Sync platform:</p> <p><b>Blast:</b> Times of Transition (SS)</p> <p><b>Literary Focus:</b> Postmodernism and Postcolonialism (SS)</p> <p><b>Skills Lessons (Optional):</b> Recognizing Genre Academic Vocabulary (SS)</p>	<p>Vocabulary Practice (SS)</p> <p>Annotations (SS)</p> <p>Think Questions (SS)</p> <p>Model (SS)</p> <p>Your Turn Activities (SS)</p>

<p>Novel: Option 1 <i>The Kite Runner</i></p> <p>Historical Context</p> <p>Kite Design</p> <p>Read: <i>The Kite Runner</i> (Chap 1-4)</p>	<p>SWBAT will gain an understanding of the cultural and historical background of <i>The Kite Runner</i> and explore the symbolism of kites in Afghan culture.</p> <p>SWBAT design a kite for the classroom using personal symbols.</p> <p>SWBAT read and annotate the novel focusing on setting, main characters and themes.</p> <p>SWBAT analyze key arguments and</p>	<p><b>Activity: <i>The Kite Runner's Cultural Context and Symbolism Exploration</i></b></p> <p><b>Introduction to Afghan Culture:</b> Begin with a brief multimedia presentation or video about Afghan culture, focusing on its history, traditions, and current events. Highlight aspects relevant to the novel, such as the significance of kites in Afghan festivals and daily life.</p> <p><b>Kite Symbolism Discussion:</b> Show a short clip or slideshow of traditional Afghan kites and their role in kite fighting tournaments, which are central to the novel. Discuss the symbolism of kites in Afghan culture and their representation in the book. Prompt students to think about what kites might symbolize in terms of freedom, competition, and childhood. <a href="#">Kite Flying in Afghanistan (Short Documentary)</a></p> <p><a href="#">Afghan Kite Runners: Smiling Face Behind Harsh Reality</a></p> <p><b>Classroom Kite Design Activity:</b> Divide students into small groups and provide them with materials to design and create a simple paper kite. As they work, have them discuss what personal symbols or messages they would include on their kite and how these might relate to themes of the novel.</p> <p><b>Pre-Reading Connection:</b> Conclude with a brief discussion on how the historical and cultural context might influence the characters' experiences and the narrative. Hand out a short excerpt from the novel to read as a teaser.</p> <p><b>Independent Read:</b> The Kite Runner (Chapters 1-4) After reading the opening passages of <i>The Kite Runner</i>, students will focus on the major elements of the story, including setting, main characters, and themes.</p> <p><b>Skill (optional):</b> Characterization or STEAL method</p> <p><b>Close Read:</b> "Honesty on Social Media"</p> <p><b>Study Sync Reading and Assessment options for</b></p>	<p>Kite Creation and Symbolism Discussion</p> <p>Discussion</p> <p>Writer's Notebook</p>
---	---	---	--

<p>Read: Comparative Text: "Honesty on Social Media"</p>	<p>evidence presented in "Honesty on Social Media."</p> <p>SWBAT identify and evaluate the use of rhetorical strategies in the text.</p> <p>SWBAT demonstrate comprehension of "Honesty on Social Media" through various assessment methods.</p> <p>SWBAT apply critical thinking to evaluate their understanding of the text using teacher-chosen assessment options.</p> <p>SWBAT write an essay comparing how Amir from <i>The Kite Runner</i> would utilize social media.</p>	<p><b>"Honesty on Social Media" - Teacher choice</b></p> <p><u>Comparative Writing:</u> After reading both texts, students will write an essay examining how Amir would use social media.</p> <p><u>Skills (Optional):</u> Media, Informational Text Elements</p> <p><u>Beyond the Book Activity:</u> Social Media Honesty These two argumentative essays argue whether social media portrays honest representation of people. Students will create two different interpretations of a personal social media post. Ask students to:</p> <ul style="list-style-type: none"> <li>• Choose a recent event from their life.</li> <li>• Analyze what happened and what emotions were involved.</li> <li>• Choose a social media outlet and create two different posts for this event; one positive and one negative. - How can this be a negative experience? - How can this event be viewed as a positive experience? - What needs to be altered to change the point of view (picture, text, etc.)</li> <li>• Share with classmates. To reflect, ask students: <ul style="list-style-type: none"> <li>• How easy was it to create a completely different slant on the same experience?</li> <li>• Do you feel complete transparency is possible on social media?</li> </ul> </li> </ul>	<p>Vocabulary Activity (SS) Think Questions (SS) Quiz (SS) Comparative Writing (SS) Skills Review (SS)</p> <p>Social Media Post</p>
<p>Read: <i>The Kite Runner</i> (Chapters 5-8)</p> <p>Read: Comparative Text: The Mysterious Anxiety of Them and Us"</p>	<p>SWBAT summarize the key events and character decisions in Chapters 5-8 of <i>The Kite Runner</i>.</p> <p>SWBAT demonstrate understanding of Chapters 5-8 through a reading quiz.</p> <p>SWBAT evaluate and critique the TV review</p>	<p><b>Independent Read: The Kite Runner (Chapter 5-8)</b></p> <p>In this section of the text, turbulent change hits Afghanistan, and Amir makes a decision that alters his and Hassan's lives forever.</p> <p><b>Assign:</b> The Reading Quiz and Study Sync TV Review</p> <p><b>Close Read:</b> "The Mysterious Anxiety of Them and Us"</p> <p><u>Collaborative Conversation:</u> Break students into collaborative conversation groups. Using Study Sync TV as a model, students begin by reading the Close Read prompt. They should then use their Skills Focus</p>	



<p>Read: <i>The Kite Runner</i> (Chapters 9-12)</p>	<p>using Study Sync as a guide.</p> <p>SWBAT identify and interpret the allegorical elements and central themes of “The Mysterious Anxiety of Them and Us.”</p> <p>SWBAT analyze the narrator's perspective and connect the text’s themes to real-world contexts.</p> <p>SWBAT engage in a collaborative discussion to explore and interpret the text based on their annotations and reactions.</p> <p>SWBAT analyze the text through a writing prompt.</p>	<p>annotations, their own ideas and reactions to the text, and any other notes and annotations they must collaboratively explore the text.</p> <p>This work is written in an allegorical, dreamlike structure with little explanation of what is happening and why. What do you think is “mysterious anxiety”? Who do you think are the “them and us”? Write a brief literary analysis that explains the events and the theme as you see them, which may not be the way your classmates see them. Tell what you think of the narrator and point out connections between the text and the real world. Support your ideas with textual evidence when you can.</p> <p><u>Skills (Optional):</u> Story Structure, Context Clues</p>	<p>Reading Quiz</p> <p>Collaborative Discussion</p>
<p>Read; Comparative Text: “A Temporary Matter”</p>	<p>SWBAT write a skit using dialogue to explore the main ideas from the text.</p>	<p><b>Independent Read: The Kite Runner (Chapter 9-12)</b></p> <p><b>Write Prompt:</b> Baba and Amir react to their new life in America in very different ways. What reasons might you see for their contrasting attitudes—given their backgrounds, personalities, and past relationships? Why might Amir be more willing to accept a new beginning? If you were in their positions, how would you feel about this fresh start? Write an essay analyzing their ability to adapt to life in America, using evidence from the text to support your answer.</p> <p><b>Close Read: “A Temporary Matter”</b></p> <p><b>Beyond the Book-Performance: Life after Loss</b></p> <p>Shukumar and Shoba navigate life together after losing their baby. Students will explore loss by creating a performance in which two people cope with and move beyond a significant loss.</p> <ul style="list-style-type: none"> <li>• Form acting troupes of four.</li> <li>• Discuss loss and decide on a type of loss to focus on in their scene (e.g., loss of a friend or family member, loss of a pet, loss of a home).</li> <li>• Design a scene in which the actors face this loss and use dialogue to move through the loss. The scene should explore the following</li> </ul>	<p>Skill Review</p> <p>Writer’s Notebook</p>

<p>Read: <i>The Kite Runner</i> (Chapters 13-18)</p> <p>Read: Comparative Text: "Ghosts"</p>	<p>SWBAT review the skills of theme and story elements</p> <p>SWBAT demonstrate understanding of <i>The Kite Runner</i> via a vocabulary and comprehension quiz.</p> <p>SWBAT research and write an article from the point of view of a dead celebrity.</p> <p>SWBAT review textual evidence and story elements</p> <p>SWBAT recall events, analyze vocabulary, themes, and story elements in a final exam of the novel.</p> <p>SWBAT Reflect on the</p>	<p>questions:</p> <ul style="list-style-type: none"> <li>• What was lost?</li> <li>• How do each of the actors feel about the loss?</li> <li>• How are they coping with the loss?</li> <li>• What helps them navigate this hard situation?</li> <li>• What has this loss taught them about life or themselves?</li> </ul> <ul style="list-style-type: none"> <li>• To reflect, ask students:</li> <li>• What are some of the ways people cope with loss? Which coping strategies are healthy and which are not?</li> <li>• Why does loss sometimes divide people? How can loss bring people together?</li> </ul> <p><b>Skills (Optional):</b> Theme, Story Elements</p> <p><b>Independent Read: <i>The Kite Runner</i> (Chapter 13-18)</b></p> <p><b>Assign:</b> Vocabulary Review and Reading Quiz (SS)</p> <p><b>Close Read: "Ghosts"</b></p> <p><b>Beyond the Book Writing: The Hidden Truth Uncovered</b></p> <p>James Nwoye runs into an old colleague he thought was dead, and the two men recount the events in their lives. Students will investigate a person whose death has been disputed and write an article explaining that this person is, in fact, alive and well.</p> <p>Ask students to:</p> <ul style="list-style-type: none"> <li>• Create a list of famous people whose deaths have been disputed (e.g., Elvis, Tupac, Jim Morrison).</li> <li>• Choose one person and conduct informal research about the dispute and the mystery.</li> <li>• Write an article to detail the discovery that this person is still alive and to explain what he or she is doing today.</li> </ul> <ul style="list-style-type: none"> <li>• Why did the person disappear?</li> <li>• Where is he or she living now?</li> <li>• What is his or her life like today?</li> </ul>	<p>Skit Writing</p> <p>Skill Review</p> <p>Reading Quiz (SS) Vocabulary (SS)</p>
--	--	--	--

<p>Read: <i>The Kite Runner</i> (Chapters 19-25)</p> <p>Final Assessment or Project</p>	<p>development of key characters and their journeys throughout the novel.</p> <p>SWBAT Reflect on the development of key characters and their journeys throughout the novel</p>	<ul style="list-style-type: none"> <li>• What regrets does she or he have?</li> <li>• In small groups, share the articles and receive feedback.</li> </ul> <p>To reflect, ask students:</p> <ul style="list-style-type: none"> <li>• Why is it hard for society to accept the passing of these famous people?</li> <li>• How easy was it to make believe the person was still alive?</li> </ul> <p><b>Skills:</b> Textual Evidence, Story Elements</p> <p><b>Independent Read: The Kite Runner (Chapter 19-25)</b></p> <p><u>Assess:</u> Final Test (teacher made)</p> <p>Final Project Option: <b>Character Reflection Journal</b></p> <p><b>Objective:</b> Reflect on the development of key characters and their journeys throughout the novel.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Character Profile:</b> Choose one of the main characters (e.g., Amir, Hassan, Baba). Create a profile that includes the character’s background, key traits, and significant events that impacted them. This can be presented as a written profile or a visual poster.</li> <li>2. <b>Personal Reflection:</b> Write a journal entry from the perspective of the chosen character, reflecting on a pivotal moment in the novel. Consider how this moment affected their personal growth and relationships. This should be about 1-2 pages long.</li> <li>3. <b>Character Evolution:</b> Write a brief essay (1-2 pages) analyzing how the character evolves throughout the novel. Discuss changes in their beliefs, motivations, and relationships, and how these changes drive the plot.</li> <li>4. <b>Creative Component:</b> Create a visual or multimedia element that represents a key theme or moment related to the character. This could be a drawing collage, or a short</li> </ol>	<p>Article Writing</p> <p>Final Test</p> <p>Character Profile</p>
---	---	--	---

		video clip that encapsulates the character's journey or the novel's themes.	
<p>Novel: Option 2 <i>The Alchemist</i></p>	<p>SWBAT explore the concept of a "Personal Legend" and relate it to their own life goals and aspirations through an interactive adventure activity.</p> <p>SWBAT: Explain the concept of a "Personal Legend" as depicted in <i>The Alchemist</i> and describe its significance in the context of the protagonist's journey.</p> <p>SWBAT Design a Personal Legend Map that visually represents their own life goals, aspirations, and the potential challenges they might face in pursuing them.</p> <p>SWBAT Participate in a symbolic quest that reflects the challenges and milestones of pursuing personal goals and articulate how these activities connect to their own Personal Legend.</p> <p>SWBAT read and annotate the novel focusing on setting, main characters and</p>	<p><b>Activity: Journey of Discovery - Personal Legend Adventure</b></p> <p><b>Introduction to Personal Legends:</b> Begin with a brief introduction to the concept of a "Personal Legend" from <i>The Alchemist</i>, explaining that it represents one's true purpose or life goal. Use a short video clip or a visual presentation to illustrate how the protagonist in the novel, Santiago, embarks on a journey to discover and fulfill his own Personal Legend.</p> <p><a href="#">Chase your Personal Legend To Live a Satisfying life</a></p> <p><a href="#">What Is a Personal Legend—and Are You Living It?   SuperSoul Sunday   Oprah Winfrey Network</a></p> <p><b>Create Your Personal Legend Map:</b> Provide students with large sheets of paper and markers. Ask them to create a "Personal Legend Map" that represents their own life goals and dreams. They should draw a path or journey, including key milestones, challenges, and achievements they envision. Encourage them to use symbols and images that reflect their aspirations and obstacles they might encounter.</p> <p><b>Personal Legend Quest: Organize a classroom "quest" where students complete various fun, symbolic activities related to the novel's themes.</b> For example, they could:</p> <p><b>"Treasure Hunt":</b> Find hidden items or clues around the room that represent different aspects of pursuing a dream (e.g., motivation, perseverance, advice).</p> <p><b>"Obstacle Course":</b> Navigate a series of physical or mental challenges that symbolize the obstacles faced on the journey to achieving one's goals.</p> <p><b>Connection to <i>The Alchemist</i>:</b> Wrap up the activity by discussing how Santiago's journey in <i>The Alchemist</i> mirrors the personal quests students have mapped out. Pose questions about how understanding the concept of a Personal Legend might influence their reading and interpretation of the novel.</p>	<p>Personal Legend Map</p> <p>Personal Quest Activity</p> <p>Discussion</p>
<p>Personal Legends</p> <p>Read: <i>The Alchemist</i> (Pgs. 1-27)</p>			

<p>Read: Comparative Text: "Honesty on Social Media"</p>	<p>themes.</p> <p>SWBAT analyze key arguments and evidence presented in "Honesty on Social Media."</p> <p>SWBAT identify and evaluate the use of rhetorical strategies in the text.</p> <p>SWBAT demonstrate comprehension of "Honesty on Social Media" through various assessment methods.</p> <p>SWBAT apply critical thinking to evaluate their understanding of the text using teacher-chosen assessment options.</p> <p>SWBAT write an essay examining how Santiago would use social media.</p>	<p><b>Independent Read: The Alchemist (Pgs. 1-27)</b></p> <p>The prologue opens with an alchemist reading the myth of Narcissus falling in love with his reflection in a lake, but in this version the lake mourns the loss of Narcissus's eyes which reflected the lake's own beauty. Show a video of the story of Narcissus and have students make comparisons to the original:</p> <p><a href="#">The myth of Narcissus and Echo - Iseult Gillespie</a></p> <p>While reading students will focus on the major elements of the story, including setting, main characters, and themes.</p> <p><b>Skill (optional):</b> Characterization or STEAL method</p> <p><b>Close Read:</b> "Honesty on Social Media"</p> <p><b>Study Sync Reading and Assessment options for "Honesty on Social Media" - Teacher choice</b></p> <p><u>Comparative Writing:</u> After reading both texts, students will write an essay examining how Santiago would use social media.</p> <p><u>Skills (Optional):</u> Media, Informational Text Elements</p> <p><u>Beyond the Book Activity:</u> Social Media Honesty These two argumentative essays argue whether social media portrays honest representation of people. Students will create two different interpretations of a personal social media post. Ask students to:</p> <ul style="list-style-type: none"> <li>• Choose a recent event from their life.</li> <li>• Analyze what happened and what emotions were involved.</li> <li>• Choose a social media outlet and create two different posts for this event; one positive and one negative. - How can this be a negative experience? - How can this event be viewed as a positive experience? - What needs to be altered to change the point of view (picture, text, etc.)</li> <li>• Share with classmates. To reflect, ask students:</li> <li>• How easy was it to create a completely different</li> </ul>	<p>Writer's Notebook</p> <p>Skill Review</p> <p>Vocabulary Activity (SS) Think Questions (SS) Quiz (SS) Comparative Writing (SS) Skills Review (SS)</p> <p>Social Media Post</p>
--	--	--	--

<p>Independent Read: <i>The Alchemist</i> (pgs. 27-50)</p> <p>Read: Comparative Text: Close Read: “The Mysterious Anxiety of Them and Us”</p>	<p>SWBAT summarize the key events and character decisions in pages 27-50 of <i>The Alchemist</i>.</p> <p>SWBAT demonstrate understanding of pgs. 27-50 through a reading quiz.</p> <p>SWBAT evaluate and critique the TV review using Study Sync as a guide.</p> <p>SWBAT identify and interpret the allegorical elements and central themes of “The Mysterious Anxiety of Them and Us.”</p>	<p>slant on the same experience?</p> <ul style="list-style-type: none"> <li>• Do you feel complete transparency is possible on social media?</li> </ul> <p><b>Independent Read: The Alchemist (pages 27–50)</b></p> <p>Santiago encounters the old Biblical king again and is instructed in the art of reading omens. He sells his flock to finance his journey to the pyramids for treasure but is robbed shortly after arriving in Tangier. He surrenders his dream and begins working for a crystal merchant in that city.</p> <p><b>Assign:</b> The Reading Quiz and Study Sync TV Review</p> <p><b>Close Read:</b> “The Mysterious Anxiety of Them and Us”</p> <p><u>Collaborative Conversation:</u> Break students into collaborative conversation groups. Using Study SyncTV as a model, have students begin by reading the Close Read prompt. They should then use their Skills Focus annotations, their own ideas and reactions to the text, and any other notes and annotations they have to collaboratively explore the text.</p> <p>This work is written in an allegorical, dreamlike structure with little explanation of what is happening and why. What do you think is the “mysterious anxiety”? Who do you think are the “them and us”? Write a brief literary analysis that explains the events and the theme as you see them, which may not be the way your classmates see them. Tell what you think of the narrator and point out connections between the text and the real world. Support your ideas with textual evidence when you can.</p> <p><u>Skills (Optional):</u> Story Structure, Context Clues</p>	<p>Reading Quiz</p>
<p>Independent Read: <i>The Alchemist</i> (pgs. 53-89)</p> <p>Read: Comparative Text: “A Temporary Matter”</p>	<p>SWBAT analyze the narrator's perspective and connect the text's themes to real-world contexts.</p> <p>SWBAT engage in a collaborative discussion to explore and interpret the text based on their annotations and reactions.</p>	<p><b>Independent Read: <i>The Alchemist</i> (pgs. 53-89)</b></p> <p><b>Write Prompt:</b> Do different characters seem to have different ideas of what it means for things to be written? Does the crystal merchant’s devout Muslim sense of things being written align or contrast with the caravan driver’s sense of an overall connection between particular human life stories and the history</p>	<p>Collaborative Discussion</p>

<p>Independent Read: <i>The Alchemist</i> (pgs. 89-132)</p> <p>Read: Comparative Text "Ghosts"</p>	<p>SWBAT analyze the text through a writing prompt.</p> <p>SWBAT write a skit using dialogue to explore the main ideas from the text.</p> <p>SWBAT review the skills of theme and story elements</p> <p>SWBAT demonstrate understanding of <i>The Alchemist</i> via a vocabulary and comprehension quiz</p> <p>SWBAT research and write an article from</p>	<p>of the world? How do the descriptions of the Englishman's reading during the caravan rhyme and/or contrast with Santiago's reading of the caravan's movement through the Sahara?</p> <p><b>Close Read: "A Temporary Matter"</b></p> <p><b>Beyond the Book-Performance: Life after Loss</b></p> <p>Shukumar and Shoba navigate life together after losing their baby. Students will explore loss by creating a performance in which two people cope with and move beyond a significant loss.</p> <ul style="list-style-type: none"> <li>• Form acting troupes of four.</li> <li>• Discuss loss and decide on a type of loss to focus on in their scene (e.g., loss of a friend or family member, loss of a pet, loss of a home).</li> <li>• Design a scene in which the actors face this loss and use dialogue to move through the loss. The scene should explore the following questions: <ul style="list-style-type: none"> <li>• What was lost?</li> <li>• How do each of the actors feel about the loss?</li> <li>• How are they coping with the loss?</li> <li>• What helps them navigate this hard situation?</li> <li>• What has this loss taught them about life or themselves?</li> </ul> </li> <li>• To reflect, ask students: <ul style="list-style-type: none"> <li>• What are some of the ways people cope with loss? Which coping strategies are healthy and which are not?</li> <li>• Why does loss sometimes divide people? How can loss bring people together?</li> </ul> </li> </ul> <p><b>Skills (Optional):</b> Theme, Story Elements</p> <p><b>Independent Read: <i>The Alchemist</i> (pgs. 89-132)</b></p> <p><b>Assign:</b> Vocabulary Review and Reading Quiz (SS)</p> <p><b>Close Read: "Ghosts"</b></p>	<p>Skills Review</p> <p>Writer's Notebook</p> <p>Skit Writing</p>
--	---	---	---

<p>Independent Read: <i>The Alchemist</i> (pgs. 132-171)</p> <p>Final Assessment or Project</p>	<p>the point of view of a dead celebrity.</p> <p>SWBAT review textual evidence and story elements</p> <p>SWBAT recall events, analyze vocabulary, themes, and story elements in a final exam of the novel.</p> <p>SWBAT Reflect on the development of key characters and their journeys throughout the novel.</p> <p>SWBAT Reflect on the development of key characters and their journeys throughout the novel</p>	<p><b>Beyond the Book Writing: The Hidden Truth Uncovered</b></p> <p>James Nwoye runs into an old colleague he thought was dead, and the two men recount the events in their lives. Students will investigate a person whose death has been disputed and write an article explaining that this person is, in fact, alive and well.</p> <p>Ask students to:</p> <ul style="list-style-type: none"> <li>• Create a list of famous people whose deaths have been disputed (e.g., Elvis, Tupac, Jim Morrison).</li> <li>• Choose one person and conduct informal research about the dispute and the mystery.</li> <li>• Write an article to detail the discovery that this person is still alive and to explain what he or she is doing today. <ul style="list-style-type: none"> <li>• Why did the person disappear?</li> <li>• Where is he or she living now?</li> <li>• What is his or her life like today?</li> <li>• What regrets does she or he have?</li> </ul> </li> <li>• In small groups, share the articles and receive feedback.</li> </ul> <p>To reflect, ask students:</p> <ul style="list-style-type: none"> <li>• Why is it hard for society to accept the passing of these famous people?</li> <li>• How easy was it to make believe the person was still alive?</li> </ul> <p><b>Skills:</b> Textual Evidence, Story Elements</p> <p><b>Independent Read:</b> <i>The Alchemist</i> (pgs. 132-171)</p> <p><u>Assess:</u> Final Test (teacher made)</p> <p><b>Reflection Essay:</b> Write a short essay (1-2 pages) reflecting on how Santiago’s journey in <i>The Alchemist</i> inspired or influenced your understanding of pursuing personal goals. Discuss any insights gained about overcoming obstacles and staying true to one’s dreams.</p>	<p>Skill Review</p> <p>Vocabulary Review Reading Q</p> <p>Article Writing</p> <p>Final Assessment</p> <p>Reflection Essay</p>
---	---	---	---



<p>Play: Option 3 <i>Death and the King's Horseman</i></p>	<p>SWBAT explore and present on different cultural rituals and societal roles to better understand the context and themes of <i>Death and the King's Horseman</i>.</p> <p>SWBAT conduct detailed research on a specific cultural ritual or societal role, analyzing its purpose, execution, and impact on the community.</p> <p>SWBAT create and deliver a group presentation using visual aids to effectively convey the essence of their assigned ritual or role, and participate in a class discussion connecting their findings to the themes of <i>Death and the King's Horseman</i>.</p>	<p><b>Activity: Rituals and Roles - Exploring Cultural Traditions</b></p> <p><b>Introduction to Rituals and Societal Roles:</b> Start with a brief introduction to the importance of rituals and societal roles in various cultures. Discuss how these elements play a significant role in maintaining cultural traditions and societal structures. Provide a few examples of rituals from different cultures (e.g., initiation ceremonies, funerals, festivals) and societal roles (e.g., leadership positions, religious figures).</p> <p><b>Group Research and Presentation:</b> Divide the class into small groups and assign each group a different cultural ritual or societal role to research. Examples might include:</p> <ul style="list-style-type: none"> <li>• Traditional funerary rituals in various cultures</li> <li>• Role of a ceremonial leader or priest in different societies</li> <li>• Coming-of-age ceremonies and their significance</li> </ul> <p>Each group will research their assigned topic, focusing on the following:</p> <ul style="list-style-type: none"> <li>• The purpose and significance of the ritual or role</li> <li>• How it is performed or enacted</li> <li>• The impact it has on the community or individuals involved</li> </ul> <p><b>Create a Ritual or Role Presentation:</b> Have each group create a presentation that includes a visual aid (poster, slideshow, or skit) to explain their findings. They should aim to convey the essence of their ritual or role, using visuals or props to enhance their presentation.</p> <p><b>Discussion/Connection:</b> After all groups have presented, facilitate a discussion on the similarities and differences among the rituals and roles, and how these insights relate to the cultural context and themes of <i>Death and the King's Horseman</i>, focusing on Elesin's role and the rituals in the play.</p> <p><b>Independent Read:</b> <i>Death of A king's Horseman</i> (Scene 1) After reading the first scene in <i>Death and the King's Horseman</i>, students will dive into key elements</p>	<p>Cultural Traditions Research Activity</p> <p>Oral Presentation</p>
--	--	--	---

<p>Independent Read: <i>Death of A King's Horseman</i> (Scene 1)</p> <p>Read: Comparative Text "Honesty on Social Media"</p>	<p>SWBAT read and annotate the play focusing on setting, main characters and themes.</p> <p>SWBAT analyze key arguments and evidence presented in "Honesty on Social Media."</p> <p>SWBAT identify and evaluate the use of rhetorical strategies in the text.</p> <p>SWBAT demonstrate comprehension of "Honesty on Social Media" through various assessment methods.</p> <p>SWBAT apply critical thinking to evaluate their understanding of the text using teacher-chosen assessment options.</p> <p>SWBAT write an essay analyzing Elesin's character and arguing whether he presents himself in an authentic or deceptive manner.</p>	<p>including the setting, plot, and historical background.</p> <p><b>Skill (optional):</b> Characterization or STEAL method</p> <p><b>Close Read:</b> "Honesty on Social Media"</p> <p><b>Study Sync Reading and Assessment options for "Honesty on Social Media" - Teacher choice</b></p> <p><u>Comparative Writing:</u> Students will write an essay analyzing Elesin's character and arguing whether he presents himself in an authentic or deceptive manner.</p> <p><u>Skills (Optional):</u> Media, Informational Text Elements</p> <p><u>Beyond the Book Activity:</u> Social Media Honesty These two argumentative essays argue whether social media portrays honest representation of people. Students will create two different interpretations of a personal social media post. Ask students to:</p> <ul style="list-style-type: none"> <li>• Choose a recent event from their life.</li> <li>• Analyze what happened and what emotions were involved.</li> <li>• Choose a social media outlet and create two different posts for this event: one positive and one negative. - How can this be a negative experience? - How can this event be viewed as a positive experience? - What needs to be altered to change the point of view (picture, text, etc.)</li> <li>• Share with classmates. To reflect, ask students: <ul style="list-style-type: none"> <li>• How easy was it to create a completely different slant on the same experience?</li> <li>• Do you feel complete transparency is possible on social media?</li> </ul> </li> </ul> <p><b>Independent Read:</b> <i>Death of A King's Horseman</i> (Scene 2) In this scene of the play, Simon Pilkings, the local district officer, and his wife Jane are getting ready for a masquerade ball when he learns about Elesin's plan for the ceremonial death.</p>	<p>Writer's Notebook</p> <p>Vocabulary Activity (SS) Think Questions (SS) Quiz (SS) Comparative Writing (SS) Skills Review (SS)</p> <p>Social Media Post</p>
--	---	--	--

<p>Independent Read: <i>Death of A King's Horseman</i> (Scene 2)</p> <p>Read: Comparative Text "The Mysterious Anxiety if Us and Them"</p>	<p>SWBAT summarize the key events and character decisions in scene 2 of <i>Death and The King's Horseman</i>.</p> <p>SWBAT demonstrate understanding of pgs. 27-50 through a reading quiz.</p> <p>SWBAT evaluate and critique the TV review using Study Sync as a guide.</p> <p>SWBAT identify and interpret the allegorical elements and central themes of "The Mysterious Anxiety of Them and Us."</p> <p>SWBAT analyze the narrator's perspective and connect the text's themes to real-world contexts.</p> <p>SWBAT engage in a collaborative discussion to explore and interpret the text based on their annotations and reactions.</p> <p>SWBAT analyze the test through a writing</p>	<p><b>Assign:</b> The Reading Quiz and Study Sync TV Review</p> <p><b>Close Read:</b> "The Mysterious Anxiety of Them and Us"</p> <p><u>Collaborative Conversation:</u> Break students into collaborative conversation groups. Using Study SyncTV as a model, have students begin by reading the Close Read prompt. They should then use their Skills Focus annotations, their own ideas and reactions to the text, and any other notes and annotations they have to collaboratively explore the text.</p> <p>This work is written in an allegorical, dreamlike structure with little explanation of what is happening and why. What do you think is "mysterious anxiety"? Who do you think are "them and us"? Write a brief literary analysis that explains the events and the theme as you see them, which may not be the way your classmates see them. Tell what you think of the narrator and point out connections between the text and the real world. Support your ideas with textual evidence when you can.</p> <p><u>Skills (Optional):</u> Story Structure, Context Clues</p> <p><b>Independent Read:</b> <i>Death of A King's Horseman</i> (Scene 3)</p> <p><b>Write Prompt:</b> What is a likely reason that Amusa decided to cooperate with the British? Are his actions a betrayal of his people and culture, or is his cooperation with the colonists simply a personal decision? How is he perceived by the women in the marketplace? Are the women's opinions of him fair? Discuss how you perceive Amusa's role in this section. Draw on evidence from the text to support your answer.</p> <p><b>Close Read:</b> "A Temporary Matter"</p> <p><b>Beyond the Book-Performance: Life after Loss</b></p> <p>Shukumar and Shoba navigate life together after losing their baby. Students will explore loss by creating a performance in which two people cope</p>	<p>Reading Quiz</p> <p>Collaborative Discussion</p>
--	--	---	---

<p>Independent Read: <i>Death of A King's Horseman</i> (Scene 3)</p> <p>Read: Comparative Text "A Temporary Matter"</p> <p>Independent Read: <i>Death of A King's Horseman</i> (Scene 4)</p> <p>Read: Comparative Text "Ghosts"</p> <p>Independent Read: <i>Death of A King's Horseman</i> (Scene 5)</p>	<p>prompt.</p> <p>SWBAT write a skit using dialogue to explore the main ideas from the text.</p> <p>SWBAT review the skills of theme and story elements</p> <p>SWBAT demonstrate understanding of <i>Death and The King's Horseman</i> via a vocabulary and comprehension quiz</p> <p>SWBAT research and write an article from the point of view of a dead celebrity.</p>	<p>with and move beyond a significant loss.</p> <ul style="list-style-type: none"> <li>• Form acting troupes of four.</li> <li>• Discuss loss and decide on a type of loss to focus on in their scene (e.g., loss of a friend or family member, loss of a pet, loss of a home).</li> <li>• Design a scene in which the actors face this loss and use dialogue to move through the loss. The scene should explore the following questions: <ul style="list-style-type: none"> <li>• What was lost?</li> <li>• How do each of the actors feel about the loss?</li> <li>• How are they coping with the loss?</li> <li>• What helps them navigate this hard situation?</li> <li>• What has this loss taught them about life or themselves?</li> </ul> </li> <li>• To reflect, ask students: <ul style="list-style-type: none"> <li>• What are some of the ways people cope with loss? Which coping strategies are healthy and which are not?</li> <li>• Why does loss sometimes divide people? How can loss bring people together?</li> </ul> </li> </ul> <p><b>Skills (Optional):</b> Theme, Story Elements</p> <p><b>Independent Read:</b> <i>Death of A King's Horseman</i> (Scene 4)</p> <p><b>Assign:</b> Vocabulary Review and Reading Quiz (SS)</p> <p><b>Close Read:</b> "Ghosts"</p> <p><b>Beyond the Book Writing: The Hidden Truth Uncovered</b></p> <p>James Nwoye runs into an old colleague he thought was dead, and the two men recount the events in their lives. Students will investigate a person whose death has been disputed and write an article explaining that this person is, in fact, alive and well.</p>	<p>Skills Review</p> <p>Writer's Notebook</p> <p>Skills Review</p> <p>Skit Writing</p> <p>Skills Review</p>
--	---	--	---

<p>Final Assessment or Project</p>	<p>SWBAT review textual evidence and story elements</p> <p>SWBAT recall events, analyze vocabulary, themes, and story elements in a final exam of the novel.</p> <p>SWBAT Reflect on the development of key characters and their journeys throughout the novel.</p> <p>SWBAT Create a fictional cultural ritual inspired by the themes of <i>Death and The King's Horseman</i></p>	<p>Ask students to:</p> <ul style="list-style-type: none"> <li>• Create a list of famous people whose deaths have been disputed (e.g., Elvis, Tupac, Jim Morrison).</li> <li>• Choose one person and conduct informal research about the dispute and the mystery.</li> <li>• Write an article to detail the discovery that this person is still alive and to explain what he or she is doing today. <ul style="list-style-type: none"> <li>• Why did the person disappear?</li> <li>• Where is he or she living now?</li> <li>• What is his or her life like today?</li> <li>• What regrets does she or he have?</li> </ul> </li> <li>• In small groups, share the articles and receive feedback.</li> </ul> <p>To reflect, ask students:</p> <ul style="list-style-type: none"> <li>• Why is it hard for society to accept the passing of these famous people?</li> <li>• How easy was it to make believe the person was still alive?</li> </ul> <p><b>Skills:</b> Textual Evidence, Story Elements</p> <p><b>Independent Read:</b> <i>Death of A King's Horseman</i> (Scene 5)</p> <p><u>Assess:</u> Final Test (teacher made)</p> <p><b>Ritual Creation:</b> Create a fictional cultural ritual or ceremony inspired by the themes and elements in <i>Death and the King's Horseman</i>. This could be done in a variety of ways:</p> <ul style="list-style-type: none"> <li>• <b>Visual Art:</b> Draw or design a poster representing the ritual, including symbols, key elements, and its purpose.</li> <li>• <b>Script or Skit:</b> Write a short script or skit that portrays your ritual and perform it with a small group.</li> <li>• <b>Written Description:</b> Write a detailed description (1-2 pages) of your ritual, explaining its significance, participants, and how it reflects the themes of the play.</li> </ul>	<p>Vocabulary Review Reading Questions</p> <p>Article Writing</p> <p>Skills Review</p> <p>Final Assessment</p> <p>Ritual Creation Project</p>
------------------------------------	--	---	---

## Standards

ELA.L.KL.11–12.2	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.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
ELA.RL.TS.11–12.4	Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
ELA.RL.CT.11–12.8	Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.
ELA.W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELA.W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.NW.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.

ELA.W.NW.11–12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.NW.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).
ELA.W.NW.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.
ELA.W.NW.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.
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PI.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.
ELA.SL.UM.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.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

ELL (English Language Learners):

Language Support: Provide vocabulary lists with definitions and visual aids. Use bilingual dictionaries and translation apps. Offer sentence starters and writing frames to guide essay writing. Allow for oral presentations or summaries instead of written essays if necessary.

Reading Assistance: Use audiobooks or text-to-speech software. Provide summaries and simplified versions of complex texts.

Pair ELL students with proficient English-speaking peers for collaborative reading and discussion.

Scaffolded Instruction: Break tasks into smaller, manageable steps. Use graphic organizers to help plan essays and organize ideas. Incorporate visual aids, such as charts and diagrams, to support comprehension.

**Gifted Students:**

**Advanced Texts and Topics:** Provide opportunities to read and analyze more complex or challenging texts. Encourage exploration of additional related literature or research topics.

**Extended Projects:** Allow multimedia projects or presentations that delve deeper into the unit's themes. Offer options for independent study or inquiry-based projects.

**Leadership and Teaching Roles:** Encourage gifted students to lead group discussions or peer tutoring sessions. Assign roles that allow them to mentor or support other students in their learning.

**Special Education Students:**

**Individualized Support:** Adapt essay prompts to align with students' individual interests and strengths. Provide one-on-one assistance or small group instruction for essay planning and writing. Use graphic organizers and visual aids to support essay structure and organization.

**Alternative Assessments:** Offer alternative ways to demonstrate understanding, such as oral presentations, visual projects, or digital storytelling. Allow assistive technology, such as speech-to-text software.

**Flexible Timelines:** Provide extended time for reading, writing, and revising essays. Break assignments into smaller, more manageable tasks with clear deadlines.

**Behavioral and Emotional Support:** Incorporate strategies to reduce anxiety and increase focus, such as frequent breaks and a quiet workspace. Provide positive reinforcement and regular feedback to encourage progress and effort.

**From Study Sync:** Set proficiency levels; Use supplemental language resources; Speaking frames; Visual glossaries; ELL text synopses; Paragraph guides; Sentence frames; Word banks; Text-dependent question guides; Annotation guides; Discussion guides; Prompt guides; Differentiated response length; Audio recordings for all texts

**Suggested Technological Innovations/Use**

Study Sync Platform

Google Classroom/OnCourse Classroom

Use of Google Translate as needed

Skill Reinforcement: Kahoot, Blooket, etc.

Research Databases (Ebsco, Facts of File, Fact Cite etc.)

Peer-editing tools

**Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1. 12prof.CR3a).



9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12. PF.3).

9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning

9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.IML.3: Analyze data using tools and models to make valid and readability.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL. IPRET.6).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.