

# English III Integrated Unit

## ***Thematic Unit: The Dangers of Hatred; The Resiliency of the Human Spirit***

| Thematic Unit:<br>Dangers of<br>Hatred/Resiliency<br>of Human Spirit | Objectives   | Literary<br>Devices<br>& Terms     | Skills  | Materials  |   |
|--|--|------------------------------------|---|------------|---|
| 1-English  | Warm-Up/EQ/S: Scaffolding: Quick-write: What events can suddenly change the course of a person's life? Consider or pose a scenario in your own life. Introduction: Daily: 9/11 Documentary and literature logs Review: What is the role of hatred in the events of 9/11?   | 1.02,3.04, 4.01, 5.03, 6.01        | Graphic Organizers for writing, Personal bias Historical and cultural influences Theme Making connections Author's craft Language Usage | A, V, T    | SMARTBoard, Graphics Documentary, Literature logs                                   |
| 2-   | Warm-Up EQ/S: Definition, term, distinguishing characteristics of the human spirit Link to prior learning: Students quick-write about one outstanding image from prior day Introduction: First-hand account and consideration of the theme of human spirit Daily: Review:  | 1.02,3.04, 4.01, 5.03, 6.01        | Graphic organizers for writing, Personal bias Historical and cultural influences Theme Making connections Author's craft Language Usage | A, V, T    | SMARTBoard, Graphics, Documentary, Literature logs                                  |
| 3-   | Warm-Up EQ/S: Introduction to the word resilience, word map Link to prior learning: Provide an example of one 'resilient' person in the documentary. Indicate three outstanding characteristics. TTYPA: Compare thoughts, nominate your partner Introduction: First-hand account as an eyewitness to history Daily: The role of imagery and conflict in documentary. Review: Write a review of 9/11 documentary. Consider theme, imagery, internal and external conflict.  | 1.02,3.04, 4.01, 5.03, 6.01        | First-hand account Imagery Int./ext conflict Theme Effective Language   | A, V, T    | SMARTBoard, Mini white-board, Literature logs, Sample Reviews                       |
| 4-   | Warm-Up EQ/S: The use of hyperbole in describing tragic events. Link to prior learning: Thesis creation for either the dangers of hatred or the resilience of the human spirit. Use examples from yesterday. Quick-Write: How have you reacted when confronted with danger either to you or someone else? Introduction: The memoir as genre, consideration of impact. Daily: Establishing mood and tone through author's craft. Scaffolding: SMARTBoard introduction to the Holocaust "decoration" of logs with magazine words of impact. Review: Compare the role of hatred in 9/11 with the role of hatred in the Holocaust. | 1.01, 2.02, 2.03, 4.02, 5.01       | Memoir Hyperbole Mood Tone The Thesis Thematic connections  | A, V, T, K | SMARTBoard, Mini white-boards Magazines, Art supplies, Literature Logs              |
| 5-   | Warm-Up EQ/S: The role of supporting details/textual/historical examples. What scenes, images, or feelings from the 9/11 do you find unforgettable? Link to prior learning: Video clip of Elie Weizel describing first hand  | 1.01, 2.02, 2.03, 4.02, 5.01, 6.02 | Supporting detail Memoir Setting Reader Response Word choice Thematic connections   | A, V, T, K | SMARTBoard, Video clip, Mini white-boards Magazines, Art supplies, Literature Logs, |

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|    | account. Introduction: Night, Literature Log expectations. Scaffolding: Elie Weisel's video interview on Sighet and Moishe the Beadle Daily: Introductory essay paragraph, Chapters one-two read aloud, teacher models writing quotes, questions, and comments on board Review: Compare the role of the resilience of the human spirit in 9/11 with the role of hatred in the Holocaust.  |   |  |            | Text, Sticky notes, Literature log rubrics, writing rubrics   |
| 6- | Warm-up EQ/S: Textual grammar excerpt from text.Varying sentence type, simple, compound, complex Sample 'wow' log entry on board Link to prior learning: Groups of three/ excerpt from chapter three. Generate impact lines Introduction: Chapters three-four read aloud Daily: Chapter read aloud, journal entry from father's perspective/ silent voice Review: Share quotes from introductory reading/perspective Exit slip: One impact quote from text, narrow to one sentence, narrow to one word Homework: Literature log/finish chapter four, quote/comment on index card  | 1.02, 2.02, 3.01, 4.02, 5.02, 6.01                  | Sentence Variety<br>Silent voices Diary<br>entry Reader<br>Response Reflective<br>response                           | A,V,T      | SMARTBoard,<br>Textual copy for highlighting,<br>Literature Logs,<br>Text, Index card,<br>Sticky notes,<br>Writing rubrics      |
| 7- | Entrance slip: Quote/comment from chapter four Warm-up EQ/C: Using coordinate adjectives, describe images from one survivor Introduction: Entrance slip sharing in groups of three/nominate a peer Entrance slip/chapter four: Save the Last Word for Me activity. Daily: Chapters five-six (teacher models reflective process), survivors video excerpt, body paragraph one/two, consideration of ashes metaphor in chapter five Review: Return of reviews with teacher comments, textual prediction for chapter six, threaded metaphor Homework: finish reading, literature log updates   | 1.02, 1.03, 2.01, 2.02, 2.04, 3.01,4.02, 5.01, 6.01 | Imagery, Metaphor,<br>Coordinate<br>Adjectives, Reading<br>strategies, Inference,<br>Prediction, Textual<br>evidence | A, V, T    | SMARTBoard,<br>Index card,<br>Literature logs,<br>Text, Video,<br>Student-generated<br>reviews, sticky<br>notes, writing rubric |
| 8- | Warm-up EQ/C: What type of questioning does Weisel use to illustrate his disillusionment with God on page 67? Locate another textual example. Sample 'wow' log entry on board Quick-write:What does it mean to feel hopeless and how does it effect or affect people's lives? Consider a time when you, or friend, felt hopeless, the circumstances, and how you, or your friend, reacted. Daily: Video clip of Anne Frank, Value of reader response, symbolize of night, chapters six and seven read in the dark, white board responses/reactions to Elie's reaction to hopelessness and the symbolism of night. Review: Symbolism, rhetorical questioning, hopelessness | 1.02, 1.03, 2.01, 2.02, 2.04, 3.01,4.02, 5.01, 6.02 | Rhetorical questions,<br>Reader response,<br>Making personal<br>connections,<br>Symbolism                            | A, V, T, K | SMARTBoard, Text,<br>Video clip, White<br>boards, markers,<br>sticky notes,<br>magazine clips,<br>Literature logs               |
| 9- | Warm-up EQ/C: Weisel's assertion that man himself is stronger than God is an example of which literary device? What does this   | 1.02, 1.03, 2.01,                                   | Paradox,<br>Personification<br>Reader<br>Response, Making  | A, V, T, K | SMARTBoard, Text,<br>Video clip, markers,   |

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|     | <p>assertion reveal about Wiesel's changing relationship with God? "Death enveloped me, it suffocated me." is an example of which literary device? Consider the effectiveness of the two devices and explain the impact on you as a reader. Quick-write: What circumstances in Night allow for the darker side of human nature to emerge? Locate one textual example. Daily: Body paragraph three. Chapters eight and nine read aloud. Last line activity. "I have no words" activity. Pictorial expression of reaction. Review: The block leader tells Elie: "Don't forget that you are in a concentration camp. In this place there is no such thing as father, brother, friend. Each of us lives and dies alone." Summarize your impression of the statement in one sentence, and then one word. Write the sentence on one side of the exit slip and the single word on the other. Homework: Literature logs</p>                                  | 2.02, 2.04, 3.01, 4.02, 5.01, 6.02                               | personal connections, Textual evidence   |         | sticky notes, index cards  |
| 10- | <p>Warm-up EQ/C: Correct the sentence for punctuation. Of the advice Elie says-"he was write I thought deep down not daring to admit to myself". (p.111) Sample 'wow' log entry on board Quick-write: Write a letter from Elie's father either forgiving or admonishing his actions. Consider the point of view of Elie's father and his nature as a character. Daily: Write conclusion of essay. Finish "I have no words". Groups of three: Seven newspaper clippings on current view/events/cartoons. Work to summarize meaning and develop dense questions for next group. Pass clipping with questions to next group. Review: Cultural implications of readings and activities</p>   | 1.02, 1.03, 2.01, 2.02, 2.04, 3.01, 3.04, 4.03, 5.01, 6.01, 6.02 | Quotations, Point of view, Silent voice, Relationships among characters, Textual connections, editing for spelling and mechanics | A, V, T | SMARTBoard, Text, Video clip, markers, sticky notes, index cards, Newspaper clippings, dense question guidelines |
| 11- | <p>Warm-up EQ/C: The Holocaust is an example of man's inhumanity to man; a type of injustice to society. How can a person be irrevocable changed by witnessing horrific events? Include one semicolon in your one-paragraph response. Scaffolding: Considering yesterday's newspaper clipping activity, racism remains a current threat to society. List the types of social and religious persecution that are prevalent today. Consider the impact of hatred in each. Daily: Students are provided with three excerpts from memoirs, Night, Kafir Boy, and All But My Life. Students meet in groups of three to discuss findings and answer the following questions: How are the interlocking oppressions of race, class, and gender at work in the lives of the characters? How do the characters express a philosophy of liberation by assisting and encouraging themselves and others in efforts to prevail over multiple oppressions? What</p> | 1.02, 1.03, 2.01, 2.02, 2.04, 3.01, 3.04, 4.03, 5.01, 6.01, 6.02 | Punctuation: semi-colon Point of view, Relationships among characters, Textual connections, Excerpts/short text                  | A, V, T | SMARTBoard, Text, Video clip, markers, sticky notes, index cards, Newspaper clippings, dense question guidelines |

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|           | role did family play in each narrators survival. Ask each other dense questions and record your findings. Voluntarily nominate your peers. Review: What common thread did all three narrators share in their survival? Consider the 'last line' approach to writing and consider the impact.  |  |   |            |   |
| 12-       | Warm-up EQ/C: Consider Wiesel' use of literary devices in Night. How effective was his use of imagery in describing his personal struggle during the Holocaust? Consider three types of sensory imagery that were effective and cite examples. Quick-write: Does the reading of poetry involve risk taking? Do you believe that there is only one true interpretation of a poem? Scaffolding: Key terms and definitions for multicultural challenges. Daily: Jigsaw three poems dealing with multicultural challenges. Students work in groups of three to first respond individually and then share reactions/impressions of: "On Speaking Up", "Taking Action", and "Ribbons and Rainbows". Identify the individual and collective impact of the selections. Rubric review and compilation of in-class essays on hatred/resilience of the human spirit. Peer editing and revision. Review: Dangers of hatred/resilience of the human spirit. Literature log collection tomorrow. Media Center to type papers. | 1.02, 1.03, 2.01, 2.02, 2.04, 3.01, 3.04, 4.03, 5.01, 6.01, 6.02 | Imagery, Poetry, Multicultural terms, Textual connections, editing for spelling and mechanics   | A, V, T    | SMARTBoard, Text, sticky notes, index cards, Terms, Poems, Essay rubric |
| 1-English | 9/11 PP   | 1.02, 3.04, 4.01, 5.03, 6.01                                     | Graphic Organizers for writing, Personal bias Historical and cultural influences Theme Making connections Author's craft Language Usage | A, V, T    | SMARTBoard, Graphics Documentary, Literature logs                       |
| 2-        | cooperative learning groups research/select from two supreme court cases and four authors of the period/ group members summarize/teach each other/nominate ideas and select case and author diary entry from pov of author for homework   | 1.02, 3.04, 4.01, 5.03, 6.01                                     | Graphic organizers for writing, Personal bias Historical and cultural influences Theme Making connections Author's craft Language Usage | A, V, T    | SMARTBoard, Graphics, Documentary, Literature logs                      |
| 3-        | Media Center to research author and case Students must select author and case by first half of class. Blog activity whereby members discuss activity, goals, and scoring criteria. Each member selects a literary work to discuss in group on following day   | 1.02, 3.04, 4.01, 5.03, 6.01                                     | First-hand account Imagery Int./ext conflict Theme Effective Language   | A, V, T    | SMARTBoard, Mini white-board, Literature logs, Sample Reviews           |
| 4-        | Jigsaw activity through group whereby students consider diverse contributions and narrow information into a reflection of the author's spirit and the influencing factors on his/her approach Private journal activity for homework   | 1.01, 2.02, 2.03, 4.02, 5.01                                     | Memoir Hyperbole Mood Tone The Thesis Thematic connections  | A, V, T, K | SMARTBoard, Mini white-boards Magazines, Art supplies, Literature Logs  |

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| 5-  | Teacher models 21st century skills needed to create animoto video on website. Students are given criteria for creation of video and negotiate rubric with teacher by group. Format for one-page research essay is discussed, with rubric, for group provision. Storyboard activity in class as framework for next day's lesson   | 1.01, 2.02, 2.03, 4.02, 5.01, 6.02                   | Supporting detail<br>Memoir Setting<br>Reader Response<br>Word choice<br>Thematic connections            | A, V, T, K | SMARTBoard, Video clip, Mini whiteboards Magazines, Art supplies, Literature Logs, Text, Sticky notes, Literature log rubrics, writing rubrics |
| 6-  | Class prep time through storyboard, consideration of framework, and planning of video text, music, and perspective. Students work in Media Center creating outline for video.  | 1.02, 2.02, 3.01, 4.02, 5.02, 6.01                   | Sentence Variety<br>Silent voices Diary entry Reader<br>Response Reflective response                     | A, V, T    | SMARTBoard, Textual copy for highlighting, Literature Logs, Text, Index card, Sticky notes, Writing rubrics                                    |
| 7-  | Teacher promotes positive activity through selection of masterpiece work. Prior sample of author study is used as a demonstration. The remainder of the period is spent creating videos  | 1.02, 1.03, 2.01, 2.02, 2.04, 3.01, 4.02, 5.01, 6.01 | Imagery, Metaphor, Coordinate<br>Adjectives, Reading strategies, Inference, Prediction, Textual evidence | A, V, T    | SMARTBoard, Index card, Literature logs, Text, Video, Student-generated reviews, sticky notes, writing rubric                                  |
| 8-  | Presentation day, peer evaluation, self-evaluation, reflection   | 1.02, 1.03, 2.01, 2.02, 2.04, 3.01, 4.02, 5.01, 6.02 | Rhetorical questions, Reader response, Making personal connections, Symbolism                            | A, V, T, K | SMARTBoard, Text, Video clip, White boards, markers, sticky notes, magazine clips, Literature logs   |
| 9-  | Warm-up EQ/C: Weisel's assertion that man himself is stronger than God is an example of which literary device? What does this assertion reveal about Wiesel's changing relationship with God? "Death enveloped me, it suffocated me." is an example of which literary device? Consider the effectiveness of the two devices and explain the impact on you as a reader. Quick-write: What circumstances in Night allow for the darker side of human nature to emerge? Locate one textual example. Daily: Body paragraph three. Chapters eight and nine read aloud. Last line activity. "I have no words" activity. Pictorial expression of reaction. Review: The block leader tells Elie: "Don't forget that you are in a concentration camp. In this place there is no such thing as father, brother, friend. Each of us lives and dies alone." Summarize your impression of the statement in one sentence, and then one word. Write the sentence on one side of the exit slip and the single word on the other. Homework: Literature logs | 1.02, 1.03, 2.01, 2.02, 2.04, 3.01, 4.02, 5.01, 6.02 | Paradox, Personification<br>Reader Response, Making personal connections, Textual evidence               | A, V, T, K | SMARTBoard, Text, Video clip, markers, sticky notes, index cards   |
| 10- | Warm-up EQ/C: Correct the sentence for punctuation. Of the advice Elie says-"he was write I thought deep down not daring to admit  | 1.02, 1.03, 2.01,                                    | Quotations, Point of view, Silent voice, Relationships among   | A, V, T    | SMARTBoard, Text, Video clip, markers, sticky notes, index   |

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|     | to myself". (p.111) Sample 'wow' log entry on board Quick-write: Write a a letter from Elie's father either forgiving or admonishing his actions. Consider the point of view of Elie's father and his nature as a character. Daily: Write conclusion of essay. Finish "I have no words". Groups of three: Seven newspaper clippings on current view/events/cartoons. Work to summarize meaning and develop dense questions for next group. Pass clipping with questions to next group. Review: Cultural implications of readings and activities  | 2.02,<br>2.04,<br>3.01,3.04,<br>4.03,<br>5.01,<br>6.01, 6.02                            | characters, Textual connections, editing for spelling and mechanics   |         | cards, Newspaper clippings, dense question guidelines  |
| 11- | Warm-up EQ/C: The Holocaust is an example of man's inhumanity to man; a type of injustice to society. How can a person be irrevocable changed by witnessing horrific events? Include one semicolon in your one-paragraph response. Scaffolding: Considering yesterday's newspaper clipping activity, racism remains a current threat to society. List the types of social and religious persecution that are prevalent today. Consider the impact of hatred in each. Daily: Students are provided with three excerpts from memoirs, Night, Kafir Boy, and All But My Life. Students meet in groups of three to discuss findings and answer the following questions: How are the interlocking oppressions of race, class, and gender at work in the lives of the characters? How do the characters express a philosophy of liberation by assisting and encouraging themselves and others in efforts to prevail over multiple oppressions? What role did family play in each narrators survival. Ask each other dense questions and record your findings. Voluntarily nominate your peers. Review: What common thread did all three narrators share in their survival? Consider the 'last line' approach to writing and consider the impact. | 1.02,<br>1.03,<br>2.01,<br>2.02,<br>2.04,<br>3.01,3.04,<br>4.03,<br>5.01,<br>6.01, 6.02 | Punctuation: semi-colon Point of view, Relationships among characters, Textual connections, Excerpts/short text | A, V, T | SMARTBoard, Text, Video clip, markers, sticky notes, index cards, Newspaper clippings, dense question guidelines |
| 12- | Warm-up EQ/C: Consider Wiesel' use of literary devices in Night. How effective was his use of imagery in describing his personal struggle during the Holocaust? Consider three types of sensory imagery that were effective and cite examples. Quick-write: Does the reading of poetry involve risk taking? Do you believe that there is only one true interpretation of a poem? Scaffolding: Key terms and definitions for multicultural challenges. Daily: Jigsaw three poems dealing with multicultural challenges. Students work in groups of three to first respond individually and then share reactions/impressions of: "On Speaking Up", "Taking Action", and "Ribbons and Rainbows". Identify the individual and  | 1.02,<br>1.03,<br>2.01,<br>2.02,<br>2.04,<br>3.01,3.04,<br>4.03,<br>5.01,<br>6.01, 6.02 | Imagery, Poetry, Multicultural terms, Textual connections, editing for spelling and mechanics                   | A, V, T | SMARTBoard, Text, sticky notes, index cards, Terms, Poems, Essay rubric  |

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| collective impact of the selections. Rubric review and compilation of in-class essays on hatred/resilience of the human spirit. Peer editing and revision. Review: Dangers of hatred/resilience of the human spirit. Literature log collection tomorrow. Media Center to type papers. |  |  |  |  |
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## Unit: Personal History: Authors Embedded in American History

Purpose: While working collaboratively, students will select an American author, research American history, and examine historical impact, create a unique visual, and:

1. Identify one author and select either:
  1. one poem to analyze –or-
  2. reflect upon his/her body of work
  3. incorporate literary analysis/devices
  4. Select an historical framework/event during the lifespan of the author:
    1. synthesize facts with commentary
    2. evaluate impact of time period upon author
    3. evaluate author impact upon time period
    4. Create one storyboard and video using animoto.com that reflects:
      1. common theme
      2. appropriate word choice
      3. pictorial representation
      4. threaded tone
      5. collaborative effort
      6. Synthesize information in video through:
        1. appropriate music selection
        2. meaningful tone/theme
        3. relevant pictorial representation
        4. a length of two-three minutes
        5. the incorporation of at least eight written commentary slides
        6. the inclusion of minimum of twenty pictures (video clips optional (maximum 15 seconds))

Essay:

Identify one author of the period within the Civil Rights Movement and evaluate his/her contribution through literary type.

Classify the causes and effects of each author's writing from a historical perspective

Evaluate credibility of arguments, decisions, and impact of author on the time period and time period on the author

Storyboard:

Represent visually and verbally through a storyboard depicting the perspective of the author

Journal:

Create a series of diary entries from the POV of your author that examines the historical period

Take a current event and hypothesize how the author would respond to it based upon your prior experience and analysis

Blog:

Develop a blog with literary commentary from the author while identifying components of literary, expository and persuasive discourse

Video:

Summarize in your own words the perspective of the author through limited text and visuals



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| Day           | Essential Question/Reflection                              | Activities                  | NCSCOS Goals   | Objectives   |
|---------------|--|-----------------------------|--|--|
| 90 Min. Block |  |                             |  |  |
| 1             | How does history impact the individuals who experience it? | Wordle<br>Think/Pair/Share/ | <b>Competency Goal 1: The learner will demonstrate</b> | <b>1.01</b> Create memoirs that give an audience a sense |




|                 |   |   |  |   |
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|                 |  <p><b>day one.pptx</b><br/> <a href="#">Details</a> <a href="#">Download</a> 706 KB</p>  | <p>TTYPA<br/>                 Nominate<br/>                 Partner<br/>                 Exit Slip</p>  | <p><i>increasing insight and reflection to print and non-print text through personal expression. (Links to American History/Civics)</i></p>  | <p>of how the past can be significant for the present by:</p> <ul style="list-style-type: none"> <li>• Elaborating upon a significant past episode from the student's current perspective.</li> <li>• Projecting the student's voice in the work through reflective interpretation of relationships to people and events.</li> <li>• Writing for a specific audience and purpose.</li> </ul>                  |
| <p><b>2</b></p> | <p>How does an author impact the time period in which he/she lives?</p>  <p><b>day two.pptx</b><br/> <a href="#">Details</a> <a href="#">Download</a> 389 KB</p> | <p>Media Center<br/>                 Research<br/>                 Portfolio Rubric<br/>                 Menu Format<br/>                 Teacher Website:<br/>                 Blog<br/>                 Journal<br/>                 Pre-write Essay:<br/>                 Menu Format<br/>                 Exit Slip H/W</p>                                       | <p><b>Competency Goal 2:</b> <i>The learner will inform an audience by using a variety of media to research and explain insights into language and culture. (Research of American authors and history)</i></p> | <p><b>2.01</b> Research and analyze ideas, events, and/or movements related to United States culture by:</p> <ul style="list-style-type: none"> <li>• Locating facts and details for purposeful elaboration.</li> <li>• Organizing information to create a structure for purpose, audience, and context.</li> <li>• Excluding extraneous information.</li> <li>• Providing accurate documentation.</li> </ul> |
| <p><b>3</b></p> | <p>Identify one author of the period within the Civil Rights Movement and examine their contribution through literary type.</p>   | <p>Entrance Slip<br/>                 Media Center<br/>                 Research<br/>                 SAS<br/>                 Teacher Website:<br/>                 Blog<br/>                 Journal<br/>                 Pre-write: Draft /Edit/Re-write<br/>                 Menu Format<br/>                 Peer Evaluation<br/>                 Essay Form</p> | <p><b>Competency Goal 2:</b> <i>The learner will inform an audience by using a variety of media to research and explain insights into language and culture. (Research of American authors and history)</i></p> | <p><b>2.03</b> Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> <li>• Identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their</li> </ul>    |

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|  |  |  |  | <p>impact on the text.</p> <ul style="list-style-type: none"> <li>• Providing textual evidence to support understanding of and reader's response to text.</li> <li>• Demonstrating comprehension of main idea and supporting details.</li> <li>• Summarizing key events and/or points from text.</li> <li>• Making inferences, predicting, and drawing conclusions based on text.</li> <li>• Identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.</li> <li>• Developing connections between works, self and related topics.</li> <li>• Analyzing and evaluating the effects of author's craft and style.</li> <li>• Analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.</li> <li>• Identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.</li> </ul> |
|--|--|--|--|--|


| Day | Essential Question/Reflection  | Activity   | NCSCOS Goals  | Objectives  |
|-----|--|--|---|---|
| 4   | Can an image capture the essence of history and reveal perspective at the same time? | Journal<br>Small Group<br>Discussion<br>and/or Blog<br>Final Draft<br>Essay<br>Storyboard<br>Concept | <b>Competency Goal 4:</b> <i>The learner will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas. (Synthesizes with American History/Constitutional Rights/Government)</i> | <p><b>4.01</b> Interpret meaning for an audience by:</p> <ul style="list-style-type: none"> <li>• Analyzing stylistic features such as word choice and</li> </ul> |

|                 |   | Menu Activity  |  | <p>links between sense and sound.</p> <ul style="list-style-type: none"> <li>• Demonstrating how literary works reflect the culture that shaped them.</li> </ul> <p><b>4.02</b> Develop thematic connections among works by:</p> <ul style="list-style-type: none"> <li>• Connecting themes that occur across genres or works from different time periods.</li> <li>• Using specific references to validate connections.</li> <li>• Examining how representative elements such as mood, tone, and style impact the development of a theme.</li> </ul> |
|-----------------|---|--|--|---|
| <p><b>5</b></p> | <p>How does one represent visually and verbally through a storyboard depicting the perspective of the author?</p> | <p>Website<br/>Blog<br/>Storyboard<br/>Creation<br/>:Menu<br/>Hands-on<br/>Application</p> | <p><b>Competency Goal 4:</b> <i>The learner will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas. (Synthesizes with American History/Constitutional Rights/Government)</i></p> | <p><b>4.02</b> Develop thematic connections among works by:</p> <ul style="list-style-type: none"> <li>• Connecting themes that occur across genres or works from different time periods.</li> <li>• Using specific references to validate connections.</li> <li>• Examining how representative elements such as mood, tone, and style impact the</li> </ul>  |

|   |   |   |   |  |
|---|---|---|---|--|
|   |   |   |   | development of a theme.  |
| 6 | Consider the role of theme, tone, and sound devices in literary works. What is the effect, or result, of such devices?  | Menu<br>Journal<br>Animoto.com<br>Video                             | <p><b>Competency Goal 1:</b> <i>The learner will demonstrate increasing insight and reflection to print and non-print text through personal expression. (Links to American History/Civics)</i></p> <p><b>Competency Goal 4:</b> <i>The learner will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas. (Synthesizes with American History/Constitutional Rights/Government)</i></p> | <p><b>1.01</b> Create memoirs that give an audience a sense of how the past can be significant for the present by:</p> <ul style="list-style-type: none"> <li>• Elaborating upon a significant past episode from the student's current perspective.</li> <li>• Projecting the student's voice in the work through reflective interpretation of relationships to people and events.</li> <li>• Writing for a specific audience and purpose.</li> </ul> <p><b>4.01</b> Interpret meaning for an audience by:</p> <ul style="list-style-type: none"> <li>• Analyzing stylistic features such as word choice and links between sense and sound.</li> <li>• Demonstrating how literary works reflect the culture that shaped them.</li> </ul> |
|   | Possible overflow day   |   |   |  |
| 7 | Evaluate the role of artistic expression in capturing the essence of historical events. Does artistic expression reflect the spirit and essence of the individual and the time-pe | Grammar<br>Activity<br>Journal<br>Animoto.com<br>Video<br>Portfolio | <p><b>Competency Goal 1:</b> <i>The learner will demonstrate increasing insight and reflection to print and non-print text through personal expression. (Links to American History/Civics)</i></p> <p><b>Competency Goal 4:</b> <i>The learner will</i></p>   | <p><b>1.01</b> Create memoirs that give an audience a sense of how the past can be</p>   |

|   |   |   |  |
|---|---|---|--|
|  <p><b>day seven.pptx</b><br/> <a href="#">Details</a> <a href="#">Download</a> 318 KB</p> <p>riod?</p> | <p><b>Compilation</b><br/> <b>Portfolio Self-Evaluation</b></p> | <p><i>critically analyze text to gain meaning, develop thematic connections, and synthesize ideas. (Synthesizes with American History/Constitutional Rights/Government)</i></p> <h1>Final Presentations:</h1> | <p>significant for the present by:</p> <ul style="list-style-type: none"> <li>• Elaborating upon a significant past episode from the student's current perspective.</li> <li>• Projecting the student's voice in the work through reflective interpretation of relationships to people and events.</li> <li>• Writing for a specific audience and purpose.</li> </ul> <p><b>4.01</b> Interpret meaning for an audience by:</p> <ul style="list-style-type: none"> <li>• Analyzing stylistic features such as word choice and links between sense and sound.</li> <li>• Demonstrating how literary works reflect the culture that shaped them.</li> </ul> |
| <p><b>8</b> <i>EQ: What is the relationship between history and the author of the same period?</i></p>  | <p><b>Animoto Videos</b></p>                                    | <p><b>Celebration: Entire Class Period</b></p>  | <p><b>Portfolio Submissions Due tomorrow</b></p>   |

 **Add Discussion**

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