

Verona Public School District Curriculum Overview

Advanced Placement English Language and Composition



Curriculum Committee Members:
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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The AP English Language and Composition curriculum is designed to prepare students for the advanced placement examination, which is given in May. The course follows a thematic approach with an emphasis on American literature. Students will focus on complex fiction, essays, letters, and documents, from a variety of disciplines, time periods, and rhetorical modes, to determine, among other things, a writer's purpose and manipulation of the subtleties of language. The course will create writers adept at addressing many writing challenges. Student must take the AP exam to earn AP course credit.

Prerequisite(s):

English II Honors or teacher recommendation

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	X CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● <i>The Language of Composition</i>--Shea, Scanlon, et al ● <i>In Cold Blood</i>--Truman Capote ● <i>Walden</i>--Henry David Thoreau ● <i>Pilgrim at Tinker Creek</i>--Annie Dillard ● <i>This Boy's Life</i>--Tobias Wolff ● <i>The Things They Carried</i>--Tim O'Brien ● <i>Their Eyes Were Watching God</i>--Zora Neale Hurston ● <i>The Great Gatsby</i>--F. Scott Fitzgerald ● Selected readings from <i>Progressions: Readings for Writers</i> 	<ul style="list-style-type: none"> ● Resources from AP College Board, including sample readings and tests ● Selected nonfiction articles from such sources as <i>The New Yorker</i> and <i>The New York Times</i> ● Selected speeches, including JFK's Inaugural Address and RFK's speech upon the death of Martin Luther King, Jr. ● "Civil Disobedience" by Henry David Thoreau ● The Declaration of Independence ● "Declaration of Sentiments and Resolutions" by Elizabeth Cady Stanton ● "Vacant Ice" by William Faulkner ● "The Stranger in the Photo" by Donald Murray

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| | <ul style="list-style-type: none">● “Self-Reliance” by Ralph Waldo Emerson● “On Dumpster Diving” by Lars Eighner● “The Prodigal Daughter” by Jill Lepore● “Poor Richard” by William Carlos Williams● “The Santa Ana Winds” by Joan Didion● “Brush Fire” by Linda Thomas● Excerpts from <i>Into the Wild</i> by Jon Krakauer● Excerpts from <i>Paterson</i> by William Carlos Williams● Selected independent reading: memoir and social issues● Selected Emily Dickinson poetry and letters● Teacher-generated list of rhetorical terms |
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

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.

- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

SL.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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Transfer Goal:

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

Apply their knowledge of rhetorical terms to an analysis of new spoken, written, and visual text

Meaning

Students will understand that:

Students will understand that:

- Rhetoric has a specific language and structure.
- Writers use the elements of rhetoric in conjunction with content to convey a purpose

Essential Questions:

- What are the elements of rhetoric?
- How do writers employ elements of rhetoric to convey a purpose?

Acquisition of Knowledge & Skills

Students will know:

- How to analyze a text rhetorically
- Rhetorical (Aristotelian) triangle
- Ethos, logos, pathos
- Patterns of development: narration, description, process analysis, exemplification, comparison/contrast, classification and division, definition, cause and effect
- Visual rhetoric

Students will be able to:

- Apply their knowledge of rhetorical terms to an analysis of new spoken, written, and visual text.
- Know the definitions of rhetorical elements and identify their use in speech, writing, and visual text.
- Identify the purpose of a text
- Use the tools of analysis appropriately, employing dialectical journals, graphic organizers, and annotations for close reading of texts.

- Elements of classical rhetoric: exordium, narratio, confirmatio, refutation, peroration
- Context, purpose, thesis, claim, assertion, subject, assumption, counterargument, exigency
- List of rhetorical terms

- Write clearly, accurately, and cohesively about how writers use rhetorical strategies to further purpose.

Stage 2: Acceptable Evidence

Transfer Task

- Timed writing: Read President John F. Kennedy's Inaugural Address and analyze the rhetorical strategies he uses to achieve his purpose.
- Rhetorical analysis essay of William Faulkner's "The Innocent at Rinkside" (aka "Vacant Ice").
- Test on patterns of arrangement
- Test on rhetorical terms

Stage 3: Activities

Reading and discussion of chapters 1 and 2 of *The Language of Composition* for explication of rhetorical and analytical strategies (A, M)

Completion of text activities, including comparative analysis of reports of Princess Diana's death and analyses of texts (M, T)

Completion of sample multiple choice questions and "what I'm being asked to do" activity for "The Innocent at Rinkside" (A, M)

Says/Does assignment for "The Innocent at Rinkside" (M)

Review of rhetorical terms and examples; provide additional examples of terms (A)

Reading sheets (M)

Graphic organizers and dialectical journals (M)

Writing about tone and diction from Jane Schaeffer activities (A, M)

"Where Nothing Says Everything" group activities and independent analysis of purpose and style (M, T):

Names

Paragraphs:

Analyzing Style

"Where Nothing Says Everything" by Suzanne Berne

Style is the **distinctive** quality of speech or writing created by the selection and arrangement of words or figures of speech. A writer's style is usually recognizable and consistent across his or her body of work, and contributes to its meaning, purpose, and effect. Today we will begin style analysis, with the goals of establishing the style of the work and making inferences about purpose from style.

Your task is to re-read your **assigned section** closely and carefully (this means with a pencil in your hand! Mark up the text as you re-read). Then, you are to confer with your partner, and address the following aspects of the piece listed below. You will then share your findings with the class, and use their observations to identify how the piece works as a whole.

Rhetorical Triangle:

Speaker:

Subject:

Audience:

Ethos:

Logos:

Pathos:

You may not be able to identify everything indicated below, but together with your partner(s), identify and list what you can. Use your findings to make a statement about the style and effect of the text.

Tropes (artful diction/word choice), including metaphor, simile, personification, hyperbole.

- 1.
- 2.
- 3.
- 4.

Schemes (artful syntax, i.e. structure), including parallelisms, juxtapositions, antithesis (juxtaposition of opposing ideas), sentence structure and length.

- 1.
- 2.
- 3.
- 4.

Your statement of style:

In paragraphs of “Where Nothing Says Everything,” Suzanne Berne’s style is evident in her use of

She manipulates these devices in order to create the following effect:

The elements contribute to the effect by:

.

This works with the rest of the essay in the following way (use specific references to points made by other presenters):

Unit Two Title / Topic: To Be Great is to Be Misunderstood

Unit Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

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.

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.

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.

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

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.

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.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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.

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

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.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- 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.

- 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.
- 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. SL.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.

Transfer Goal:

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

Students will be able to independently use their learning to evaluate the role of individuality as an American ideology and its expression in American literature

Meaning

Students will understand that:

Students will understand that:

- While individuality is a core value of American ideology, it is not always valued in practice.
- Good writers employ resources of language of discrete genres to convey meaning and purpose.

Essential Questions:

- How much is individuality valued?
- How does a writer employ resources of language to make meaning?

Acquisition of Knowledge & Skills

Students will know:

- How to analyze a text for rhetorical strategies and meaning;
- How the structure and style of a work contributes to meaning;
- The effect of the rhetorical triangle;
- How representative passages embody central motifs and methods of the text;
- All text is mediated by a narrative voice
- How a narrator's voice affects the reader's understanding
- How selection of details, including quotes from other works (used as epigraphs), letters, anecdote, personal history, etc., contributes to theme and purpose

Students will be able to:

- Extract philosophical meaning from metaphoric writing;
- Establish the relationship between the structure and theme of a work;
- Explore meaning through consideration of the rhetorical triangle;
- Identify and analyze representative passages of a text for meaning;
- Read a text closely to identify the relationship between a writer's manipulation of language and rhetorical devices and meaning/purpose;
- Make inferences about authorial purpose based on selection of detail
- Use graphic organizers, dialectical journals, annotations, and reading sheets to explore style and meaning;
- Make a statement about each writer's view of the value of individuality in American society;

- Identify similar themes in various genres;
- Synthesize their knowledge in the creation of original work.

Stage 2: Acceptable Evidence

Transfer Task

“On the Duty of Civil Disobedience” and “Letter from Birmingham Jail”

In “On the Duty of Civil Disobedience,” Henry David Thoreau describes the night he spent in jail for not paying his taxes. In “Letter from Birmingham Jail,” Dr. Martin Luther King, Jr. explains his reasons for protesting in Birmingham, for which he was arrested. Each work has a major place in American letters.

You have already read and discussed Dr. King’s letter. Now, read and annotate Thoreau’s essay, which is on pages 939-956 of *The Language of Composition*. Then, write an essay in which you compare and contrast the two works. You might focus on one or more of the following: purpose, definition of just law, figurative language, style.

Length: 3-4 pages

Due:

Stage 3: Activities

Walden

- Graphic organizer/analysis of specific chapters (M)
- Dialectical journals (M)
- Analysis of visual text, *Walden Sleepers* (M, T)
- Think-pair-share (M,T)
- Answering AP multiple choice questions/writing comparable questions for assigned passages (M, T)
- *Walden* timed writing (M, T)

We have been practicing close reading and rhetorical analysis of texts, applying them to “representative passages” that illustrate the theme and style of the work. For one of the attached passages from *Walden*, you are to write an analysis of it as a representative passage. Among the aspects to consider are: diction, syntax, tone, theme, imagery, sound devices, allusion, and their effect. Show off how well you know Thoreau’s style, and enjoy the passage!

Read the last two paragraphs of “Conclusion,” carefully and write an essay in which you explain how Thoreau uses rhetorical strategies to convey his attitude towards life. How do these closing paragraphs reflect the style, structure, and metaphoric meanings of the rest of the work.

Or

Read the two paragraphs in “The Bean-Fields” that begin with “It was a singular experience. . .” and end with “twelve bushels of beans” carefully and write an essay in which you examine Thoreau’s use of metaphor and how he uses rhetorical strategies to convey his attitude towards life.

The Crucible by Arthur Miller

- Literature circle **(M, T)**

Literature circles used for reading of *The Crucible* in related to theme. Four class days allotted for discussion (one day per act), with each student assuming an assigned role for the day. Roles include: discussion leader/co-leader; passage master; wordsmith; connector; illustrator. Students will complete a sheet for each day and participate in circle according to role of the day. Group project at end.

- “Tragedy and the Common Man” by Arthur Miller

Read, annotate, complete Toulmin model **(M)**

- Proctor Letter **(M, T)**

John Proctor’s Final Statement

In Act IV of the play, John Proctor says, “What is John Proctor?” Discovering this, and teaching his children “how to walk like men in the world,” are major concerns of his. In the course of the drama, what has he discovered about himself, what it means to be good, his, and all people’s, relationship with his community?

Become John Proctor. In **his voice** in a **letter to his sons** before his execution, answer the question, “What is John Proctor?” Cite evidence (through the use of at least 3 direct quotes from the play and one from the essay “Tragedy and the Common Man”) to support his assessment of himself and his personal identity in relation to his environment (this includes all those around him, as well as the theocracy). Is this view of Proctor in keeping with Miller’s definition in “Tragedy and the Common Man”?

Due:

Length: Approximately 2 typed pages

- In-class writing synthesizing EQ of unit (How much is individuality valued?) and modern definition of tragedy (from “Tragedy and the Common Man”) in relation to *The Crucible* **(M)**

“On Dumpster Diving” by Lars Eighner

- Reading sheet **(A, M)**
- Close reading of texts connecting Eighner to Thoreau **(A,M)**

“My Walden, My Walmart” by Crispin Sartwell

- Reading sheet **(M)**
- Connect to “On Dumpster Diving”: how do the two texts address Transcendentalist values in contemporary society? Written reflection. **(M, T)**

Into the Wild by Jon Krakaur

- Selected passages connected to Thoreau, Eighner, and Sartwell **(M, T)**

“Letter from Birmingham Jail” by Dr. Martin Luther King, Jr.

- Sample multiple choice **(M)**
- SOAPS analysis **(M)**
- Annotation; tracing motifs; identification of rhetorical elements **(M)**
- Toulmin model **(M)**
- Introduction paragraph and outline for essay: what is Dr. King’s claim and purpose? How does he manipulate rhetorical elements effectively to achieve his purpose? **(M)**

Stage 1: Desired Results**Established Goals:**

New Jersey Student Learning Standards (NJSLS) for English Language Arts Grades 11-12

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- 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.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.
- 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.
- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

- 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.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- 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.
- 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.
- 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. SL.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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Transfer Goal:

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

- Recognize the relationship between an individual and his/her environment and the role the environment has in shaping the individual.
- Analyze the relationship between a writer's purpose and final product, and to make inferences about both how values are shaped and conveyed, and how writers shape the audience's reaction and interaction with ideals and texts.

Meaning

Students will understand that:

Students will understand that:

- Language has the ability to reshape societal norms, call people to action, and quell volatile situations.
- The process of creating the language within revolutionary documents is a meticulously planned act.
- Literary works reflect and comment on the relationship of individuals to their social and natural environments.

Essential Questions:

- How are the values of societies shaped?
- How are those values reflected within a society's core documents as well as in literary nonfiction and fiction?
- What strategies does a writer or speaker use that can inspire action or contemplation of one's environment?

Acquisition of Knowledge & Skills

Students will know:

- How to analyze a document using the Toulmin model
- How a writer manipulates language in order to achieve purpose

Students will be able to:

- assess a writer's position about the relationship of the individual to the natural world and his or her place in it, in relation to the social world, and his or her responsibility to environment through an analysis of key strategies;
- manipulate rhetorical strategies to demonstrate an awareness of the relationship between the individual, the text, and the environment;

- read a range of texts, including historical documents, speeches, creative nonfiction, essays, poetry, and fiction, and determine how the texts reflect the writer's relationship with his/her environment;
- research the history of a place, including its political, social, cultural, and artistic elements and synthesize the elements into a creative rendering of the environment.

Stage 2: Acceptable Evidence

Transfer Task

1. *Their Eyes Were Watching God* : Write an introduction to a new critical edition of the text:

You have been asked to write the Introduction to a new collection of essays on *Their Eyes Were Watching God*. The focus will be on whether the text can be seen as a feminist text or one that addresses other social issues. You will be asked to briefly summarize and comment upon the essays to be included. You must choose **three** essays to be included from the works available to us on JStor. You will also be commenting on the novel. This will require that you be somewhat creative as well as analytical. Your Introduction should have a main point that reveals your opinion of the primary work as well as the value you see in the secondary works. Consider the relationship of the articles to aspects of the text addressed in class. Summarize the articles; indicate **why** you would include them in a new edition of the text.

Length: 4-5 pages

Format: Typed, double-spaced, documented according to MLA format (including Works Cited page)

2. Dillard emulation

“Proceed to the abstract . . . “

You have all been asked to closely watch and make note of what you see, hear, feel, and smell at Storm King (if class trip is possible) or in other environments, and then to consider what they suggested to you. Now that you have had the chance to do this, choose one of your observations, and develop it into a meditation. Start with the present and concrete experience, then move from the concrete to a philosophical meditation inspired by it. Your finished product should be approximately 2 pages typed, include allusion, imagery, manipulation of sound devices and syntax, an awareness of textual structure, and ultimately come to a conclusion based upon your observation. Your final product will be assessed on how well it **demonstrates an understanding of Dillard's style**.

3. Synthesis essay

College Board synthesis essay on granting women the right to vote in the U.S.

4. Fourh transfer task as time/focus allows.

Choose from: *Paterson* project; Emily Dickinson: Person, Poet, Place; or slave narrative project

Stage 3: Activities

Declaration of Independence:

- Rhetorical strategies analyzed in relation to establishing Thomas Jefferson’s purpose and persuasive technique **(M)**
- Identification of elements of Toulmin model **(M)**

Declaration of Sentiments and Resolutions, by Elizabeth Cady Stanton **(M)**

- Rhetorical strategies analyzed in relation to establishing Stanton’s purpose and persuasive technique **(M)**
- Identification of elements of Toulmin model **(M)**
- Comparison/contrast with Jefferson’s *Declaration* **(M, T)**

John and Abigail Adams letters:

- Juxtaposition and analysis of letters in relation to how tone, content, and voice reveal the ethos of the writer and place each in their social context, and what it reveals about the nature of their community **(M)**

“Poor Richard” from *In the American Grain* by William Carlos Williams:

- Comparison of voice in each of the paired passages and assessment of writer’s purpose **(M)**

“The Prodigal Daughter” by Jill Lepore

- Analysis of interplay of multiple voices in text to determine writer’s purpose **(M)**

- “Poor Richard” and “The Prodigal Daughter” analytical essay **(T)**

We have had the opportunity to read and discuss “Poor Richard” by William Carlos Williams and “The Prodigal Daughter” by Jill Lepore. In discussing Benjamin and Jane Franklin, each writer employs intertwining voices to convey their points about their subjects, and more. In an essay of approximately 3 typed pages, you are to address how the interplay of voices conveys each writer’s central point. That involves identifying the central point and identifying how the subject is depicted, and then, what information the paired voice conveys.

Their Eyes Were Watching God by Zora Neale Hurston

- Lecture and video on Hurston’s life and social and literary significance **(A)**
- Reading and graphic organizer **(M)**

Quotes	Theme/motif/technique	Your commentary
Chapters 1-5		

Chapters 6-10		
Chapters 11-16		
Chapters 17-20		

- Thematic discussion of text **(M)**
- Socratic seminar, including use of literary criticism: Once you have all read and written questions for your chosen articles, you are to discuss the article. Identify the writer's central claim and assess whether or not the writer's argument is valid. Then, write a brief summary of the article for the class members who have not read it, and add it to this doc. Choose two of the questions your group has written; they should be most thought and discussion-provoking. Add them to this doc. Once all the questions have been added, I will make a copy for each of you and you will write some notes in response to the questions. You will refer to them during your seminar in our next class period. **(M, T)**
- Follow-up synthesis: Now that we've had the chance to discuss *Their Eyes Were Watching God* and the literary articles a bit, I'd like you to do the following: **(T)**
 1. Create a new doc. On it, copy and paste the summary of the article your group read and discussed. (5 points)
 2. Insert the questions you wrote for discussion. (10 points)
 3. In about 250 words, answer one of the questions you wrote, or discuss why you found the article valid or invalid. Use quotes from both the article and the novel. (40 points)
 4. In about 250 words, answer one of the questions posed by one of the other groups, but not something we discussed in class. Use references/quotes from the novel for support. (40 points)
 5. Participation in seminar discussion (5 points)

Selected readings from chapter 6 of *The Language of Composition* text, Community, including but not limited to:

“The New Community” by Amitai Etzioni

“The Happy Life” by Bertrand Russell

“The Singer Solution” by Peter Singer

“Lifeboat Ethics” by Garrett Hardin

- Rhetorical analysis and Toulmin model of argument **(M)**
- Mini-debate: Divide class into two groups, and then divide each group: support Singer/support Hardin: **(M, T)**
 - Debatable question: Why is _____’s approach to world poverty valid?
 - 7 minutes to cite support from text (give post-it notes to students)
 - Share details with group members (3 minutes)
 - Match with opposing position group: each person has 1 minute to make his/her point; listen to the opposing argument and take notes (5 minutes total)
 - Return to original group; go back to argument and refine considering context, conditionality, comparison, consequences; address counterargument (elements above) 5 minutes
 - Meet again and make argument to opposition for your position
 - Return to group/five minutes to share opinions about their argument: where were their strengths and weaknesses? Each group writes reaction on Classroom
- Timed writing: **(M, T)**

The Good Life Argument

You have had the opportunity to read and discuss several articles about the “good” or “happy” life. Your task is to develop an argument around that topic. Choose from the following:

1. Defend the following statement: “The good life is _____.”
2. Defend, challenge, or qualify the statement: “The good life is one in which the individual recognizes and acts upon social responsibility.”
3. Defend, challenge, or qualify Bertrand Russell’s statement: “The good life is the happy life.”

As you argue, you should

- be clear about your position;
- use strong support;
- appeal to ethos, logos, pathos;
- acknowledge counterargument/rebuttal;
- be aware of implicit/explicit warrants;

- consider your pattern(s) of arrangement;
- Enjoy this! It's your opinion!

Refer to your Toulmin sheets and notes from your mini-debates. You do not have to choose the same position you were assigned in the debate, but it might help shape your argument or give you points for rebuttal.

Pilgrim at Tinker Creek by Annie Dillard

- Close reading, annotation, and analysis of text to determine writer's purpose and method **(A, M)**
- Create multiple choice questions for assigned passages from *Pilgrim* **(M)**
- Independent annotation and sharing passages for discussion and analysis **(M)**
- Group work: choose representative passage from chapter, annotate, write multiple choice questions, and present rhetorical analysis to class **(M, T)**
- Timed writing: In an Afterward to her book, Annie Dillard describes its structure, saying: **(M, T)**
After an introductory chapter, the book begins with "Seeing," a chapter whose parts gave me so much trouble to put together I nearly abandoned the book and its attendant piles of outlines and cards. The *via positive* culminates in "Intricacy." A shamefully feeble "Flood" chapter washes all that away, and the second half of the book starts down the *via negative* with "Fecundity," the dark side of intricacy. This half culminates in "Northing" (it is, with the last, my favorite chapter), in which the world empties, leaf by leaf. "Northing" is the counterpart to "Seeing." A concluding chapter keeps the bilateral symmetry. (Dillard 280)

Now that we have read and discussed selected chapters of *Pilgrim at Tinker Creek*, you are familiar with Dillard's themes and style. You are to analyze both in an essay in which you discuss chapter 15 as representative of the work as a whole. Consider themes and style by choosing and discussing a passage that illustrates the chapter's connection to the book, making sure to be aware of her comment about the text's "bilateral symmetry." Look closely at the last paragraph of the book.

The Santa Ana Winds by Joan Didion and *Brush Fire* by Linda Thomas

- Graphic organizer and reading sheet for each essay **(M)**
- Rhetorical Analysis: Comparison/Contrast: *The Santa Ana Wind* **(M, T)**

You have read two texts written by California authors: one by Linda

Thomas and the other by Joan Didion and should have completed reading sheets on them.

Here is your task:

In a polished essay, explore the ways in which these two texts intersect with and diverge from each other. Through your analysis, consider each text's focus and

features, including purpose and how the use of rhetorical devices furthers that purpose. Cite and discuss portions of each text that support and illustrate your

thinking as you distinguish and connect them.

Be sure that you identify each author's *message* and *purpose*.

Explain how you know.

Rhetorical analysis of Robert F. Kennedy's remarks on the Assassination of Martin Luther King, Jr. : (M, T)

It was supposed to be a routine campaign stop. In a poor section of Indianapolis, 40 years ago Friday, a largely black crowd had waited an hour to hear the presidential candidate speak. The candidate, Sen. Robert F. Kennedy, had been warned not to go by the city's police chief.

As his car entered the neighborhood, his police escort left him. Once there, he stood in the back of a flatbed truck. He turned to an aide and asked, "Do they know about Martin Luther King?"

They didn't, and it was left to Kennedy to tell them that King had been shot and killed that night in Memphis, Tenn. The crowd gasped in horror.

Many other American cities burned after King was killed. But there was no fire in Indianapolis, which heard the words of Robert Kennedy.

The above comment is taken from a report on National Public Radio on April 4, 2008.

Read and annotate Senator Kennedy's speech, which is attached. You should pay particular attention to the rhetorical triangle and Kennedy's purpose. Then, with the rhetorical triangle in mind, write an essay in which you discuss the strategies Kennedy uses to achieve his purpose.

Unit Four Title / Topic: “Memoir/Fiction: Where’s the Line?”

Unit Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English Language Arts Grades 11-12

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RII.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- 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.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.
- 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.
- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

- 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.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- 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.
- 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.
- 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. SL.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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.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.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- 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.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer Goal:

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

read texts in a multi-layered fashion so that they can see them as emblematic of larger concerns as the personal becomes universal, and to argue for the role of fictional elements in nonfiction.

Meaning

Students will understand that:

Students will understand that:

- Memoir is a lens through which a reader may view a writer’s social context and concerns.
- A writer recreates an experience using myriad rhetorical and literary strategies to convey a universal theme or achieve a purpose.
- The lines of fiction and nonfiction are sometimes blurred in order to further the purpose of a text.
- Readers debate the amount of subjectivity that is acceptable in a memoir and how it shapes the reader’s response to the text.
- “Happening truth” and “story truth” are literary distinctions that are inextricably related and contribute to furthering the purpose of the text.

Essential Questions:

- Why does a writer’s personal experience have value to a larger audience?
- How does a writer transform personal experience?
- At what point does the subjective experience reported in memoir/nonfiction become fiction, and how does it affect the reader’s response to the text?
- Is there a point where enhancing the text compromises integrity?
- Is there a difference between “happening truth” and “story truth,” and if so, which has primacy?

Acquisition of Knowledge & Skills

Students will know:

- How to distinguish between fact and speculation in memoir and other nonfiction;
- How to determine the effect of literary devices used in memoir and other nonfiction

Students will be able to:

- Identify and articulate the purpose of the memoir and other nonfiction
- Establish a nonfiction writer’s method of manipulating elements of fiction such as plot, character, setting, symbolism, theme, and point-of-view and its role in furthering purpose

Stage 2: Acceptable Evidence

Transfer Tasks

***In Cold Blood*: Paired passage analysis:**

Mountains. Hawks wheeling in a white sky.

Two segments of text found on pages 107-113 of *In Cold Blood* offer distinct points of view on the same span of time.

These passages also represent, as well as any passage of text in the book, Truman Capote's style: his diction, syntax, and selection of detail make these passages powerfully provocative and expressive. But given the presence of these two accounts, there is a question that begs to be asked: "What is the impact of the juxtaposition of these two related-but-distinct accounts of the same time span?"

The assignment: Write an essay that explains the presence of these two representations of the same time span in *In Cold Blood*. Account for the content and stylistic differences in the two representations of the time span. Focus on language features that distinguish each version; consider the author's purpose. This means that you will need to cite and discuss sentences, words and phrases (language) that support and illustrate your argument.

Due:

Length: 3-4 typed pages

"The Stranger in the Photo"

The Strangers in Your Photos

This assignment courtesy of C. Brassil's AP Summer Institute, 2011.

Through memoir, writers represent and make sense of selected life experiences.

Consider this excerpt from Annie Dillard's introduction to *Modern American Memoirs*:

Memoirs offer a powerfully fixed point of view. From a picket in the past, the retrospective narrator may range intimately or intellectually across a wide circle of characters and events.

The memoirist may analyze ideas or present dramatic scenes; the memoirist may confess, eulogize, reflect, inform, and persuade. By convention, memoirists tell true stories about actual people. Their tones may be elegiac, confiding, scholarly, hilarious, or all of these...

Dillard concludes her remarks by citing Charles Wright, who asserts that memoir writers celebrate "all the various things that lock our wrists to the past."

The "picket" in your past is not staked as far down life's road as Don Murray's, Annie Dillard's, or Tobias Wolff's. However, you *do* enjoy the perspective of a person who stands at the boundary of adulthood, one whose childhood, however "wonderful and terrible" it might have been, is receding. You have earned a perspective.

Writing Task:

For this piece you will write a memoir of your own or a fictionalized “memoir” based on someone else’s photo.. Like Murray’s essay, your piece will relate to a particular photograph (or, if you wish, a sequence of photographs) in which you appear or your chosen subject appears. The text you fashion needs to be purposeful and lead your reader somewhere.

Reflect upon the photo then write. Use details, memories, perceptions, and ideas that can be gathered up then *purposefully* arranged. Where does the photo (or the photos) take you? Reach beyond an image’s edge toward other memories, details, sensations, situations, and moments that have left traces in your head and your heart.

As you plan, write and revise:

* A question: how do the above remarks by Dillard and Wright relate to your work? Consider how your reflections on other readings this year inform your concept of memoir.

* Keep message and purpose in mind. What do you want the reader to get out of reading your piece? What do you leave in? What do you take out?

* Get the words right; diction matters. Choose words that will make a difference as you shape your piece.* Be particularly mindful of how your piece opens and concludes. What kinds of choices have you made in connection with those portions of your essay?

Date due:

AP English Language & Composition

Then and Now: The Strangers in Your Photos

Personal Memoir Scoring Guide

Rhetorical Purpose

4 The piece is clearly purposeful, featuring insightful (perhaps even profound) observations and thoughtful commentary.

3 The piece is consistently purposeful; meaningful observations and comments are evident.

2 The piece’s purpose is hard to discern; memories may be simply collected and described without sufficient effort to make sense of them.

1 The piece’s purpose fails to emerge; events or circumstances may merely be recounted without any attention to their importance.

Substance & Strategy

4 The piece is carefully fashioned, drawing on memory, sharing anecdotes and reflecting in order to convey a deep appreciation of the meaning of experience.

3 Not just anecdotal, the piece is developed and conveys an appreciation of the meaning of experience.

2 The piece shares memories and anecdotes, but does not sufficiently connect them with an appreciation of the meaning behind experience. Development may be lacking.

1 The piece is unacceptably brief and undeveloped.

Diction & Details

4 Superior word choice is evident; details, imagery, description, and narration help create a powerful commentary and portrait.

3 Effective word choice is evident; specific and effective concrete details, imagery, description, and narration sufficiently convey a view of the author.

2 Words are chosen with insufficient attention to their effect; the piece's details, imagery, description, and narration inadequately convey a view of the author.

1 Words are carelessly chosen; the piece's details, imagery, description, and narration are shallow and fail to generate a view of the author.

Lead & Conclusion

4 The opening engages the reader, suggests and connects with the piece's subject and occasion, and establishes a clear direction. The conclusion accents or embellishes the purpose of the piece.

3 The opening brings the reader into the piece, provides some sense of the piece's subject and/or occasion, and sets the piece off in a direction. The conclusion aptly punctuates the piece.

2 The piece opens without establishing much direction / focus, or hinting at content / subject / significance. The conclusion seems largely unrelated to the piece as a whole.

1 The piece opens without detail, direction, or focus. The piece merely stops.

Correctness

4 Any errors in spelling, punctuation, grammar, and usage are rare and insignificant.

3 Errors in spelling, punctuation, grammar, and usage are few and do not distract the reader or detract from the piece.

2 While errors in correctness do not interfere with overall sense of the piece, they are frequent enough to distract the reader.

1 Errors are so severe that they interfere with clarity and sense.

OVERALL GRADE:

20=A+ 19=A 18=A- 17.5=B+ 17=B 16=B- 15.5=C+ 15=C 14=C-

Memoir synthesis essay

College Board sample AP English Language and Composition synthesis essay

Using at least 3 of the provided sources, defend, challenge, or qualify the statement: Commitment to the truth is the most important factor in writing a memoir

Stage 3: Activities

Dialectical journal for *In Cold Blood* (A, M)

Socratic seminar for *In Cold Blood* (M, T):

You will be assigned a section of the nonfiction novel for analysis. Within your section, you should be aware of the following elements: Structure, tone, “artifacts” presented and their effect, motifs/ themes, symbols, characterization and how it’s furthered. After discussing your findings, consider these elements in the following statements:

In Cold Blood

A. “Capote’s sympathetic treatment of the pious, generous family is laced with contempt, according to Hendin, and his own ‘rage takes the form of despair over the possibilities for life,’ the life in question being Smith’s. The true tragedy, according to Capote, is not the Clutter murders, which are an accident of fate, but the murder of Smith by a society that failed him as a child and shunned him as an adult. The fact that Capote puts forth several theories about why Smith and Hickock murdered the Clutters indicates that he would like to find a reason why they did what did. He offers several possibilities: an ill-fated crossing of paths, a psychological accident, mental illness, or displaced revenge. He provides these theories with an air of legitimacy, and like a good southern Gothic writer, with a sense of the grotesque suddenly in proportion, making perfect sense” (Lydia Kim, Critical Essay on *In Cold Blood* in *Nonfiction Classics for Students*).

B. “When I first formed my theories concerning the nonfiction novel, many people with whom I discussed the matter were unsympathetic. They felt that what I proposed, a narrative form that employed all the techniques of fictional art but was nevertheless immaculately factual, was little more than a literary solution for fatigued novelists suffering from “failure of imagination.” Personally, I felt that this attitude represented a “failure of imagination” on their part. Of course a properly done piece of narrative reporting requires imagination!--and a good deal of special technical equipment that is usually beyond the resources--and I don’t doubt the interests-- of most fictional writers: an ability to transcribe verbatim long conversations, and to do so without taking notes or using tape-recordings. Also, it is necessary to have a 20/20 eye for visual detail--in this sense, it is quite true that one must be a “literary photographer,” though an exceedingly selective one. But, above all, the reporter must be able to empathize with personalities outside his usual imaginative range, mentalities unlike his own, kinds of people he would never have written about had he not been forced to by encountering them inside the journalistic situation. This last is what first attracted me to the notion of narrative reportage” (Truman Capote, “The Story Behind a Nonfiction Novel”)

The passages above are thought-provoking statements about the theme and form of Capote's text.

Your questions will lead the class in discussion of the statement in relation to the text. When all groups have presented, you will write a brief paper stating your position.

Procedure:

1. Divide your assigned section into manageable parts
2. Look for literary elements listed above
3. Discuss findings, first with your smaller group, then the whole group
4. Divide into two groups
5. Each group reads and discusses one passage from above
6. Write 3 questions applying the passage to the text
7. Participate in class Socratic seminar, using questions to facilitate discussion

***In Cold Blood* timed writing: Analysis of style and effect of opening passages of the text (M, T)**

Reading, discussion, reading sheets for "Stranger in the Photo" "The Looking Glass Shame" "Notes of a Native Son" "Once More to the Lake" (M)

Completing and creating multiple choice questions for selected short memoir essays (M, T)

***This Boy's Life*: graphic organizer (M)**

This Boy's Life is a memoir that traces Toby's development from boyhood to young adulthood. As he grows and changes, so, too, does his view and presentation of himself. As you read the memoir, please keep track of the points below throughout the seven sections of the text. They are:

"Fortune"

"Uncool"

"A Whole New Deal"

"Citizenship in the Home"

"Citizenship in the School"

"The Amen Corner"

"Amen"

Please read and submit a typed response to the following **for each section with a passage to illustrate for the dates listed here:**

Pages 1-33: Oct. 31

Pages 37-84 Nov. 3

Pages 86-178 Nov. 8

Pages 180-233 Nov. 13

Pages 237-288 Nov. 16

Submit the assignment on Classroom on that date. Make a copy of the chart so that you can submit it to me and add to it and resubmit it after reading each section.

- Trace Toby's sense of himself in each section; how does he characterize himself, and what shapes his definition of self?
- What is the central imagery or language that dominates each section, and how does this relate to the reader's understanding of the text?
- What significant objects or places dominate the section? What do they suggest?

This can be done in chart form. For example

	Characterization of self	Dominant imagery	Objects/places
Fortune due: Oct. 31			
Uncool due: Nov. 3			
A Whole New Deal due: Nov. 8			

Citizenship in the Home due: Nov. 8			
Citizenship in the School due: Nov. 13			
The Amen Corner			

due: Nov. 16			
Amen due: Nov. 16			

This Boy's Life interrupted reading on "A Whole New Deal"

Timed writing: Sample College Board AP Lang question on Virginia Woolf's *Moments of Being*: How does the writer manipulate language to convey the lasting influence of this incident from the past?

Analysis of selected stories from *The Things They Carried* (M, T)
"Lives of the Dead" Last Word Activity (M)

Timed writing: *The Things They Carried* (M, T)

Timed Writing

In "How to Tell a True War Story," Tim O'Brien lists the characteristics of a "true war story" which might not necessarily conform to one's expectations about one.

Your task is to consider at least one of the stories you have read ("The Things They Carried," "Sweetheart. . .", "Rainy River," "Lives of the Dead") in relation to O'Brien's definition of a true war story. What is the truth he tells? *How* does he tell the "truth" through the story?

Be sure to consider how he does it through the use of structure, symbolism, characterization, language, selection of detail, etc. Provide **specific** references (i.e. quotes) to "How to Tell. . ." and the story you've chosen to discuss.

Stage 1: Desired Results**Established Goals:****New Jersey Student Learning Standards (NJSLs) for English Language Arts Grades 11-12**

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- 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.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.

- 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.
- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- 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.
- 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.

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. SL.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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.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.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Transfer Goal:

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

Utilize effective research, synthesis, and writing schools to become discerning readers and writers of arguments.

Meaning

Students will understand that:

Students will understand that:

- Writers employ rhetorical devices in combination with information gleaned from varied reputable sources to produce sound, well-formed arguments.
- Readers evaluate the ethos of a writer along with the basis of the sources to determine the reliability of the argument.

Essential Questions:

- How is the validity of an argument assessed?
- How do the elements of rhetoric combine with contemporary issues to create a sound, well-researched, and well-formed argument?

Acquisition of Knowledge & Skills

Students will know:

- How a writer uses evidence and rhetorical strategies to argue a position
- How to manipulate the elements of rhetoric to establish an opinion paper with individual style

Students will be able to:

- Assess the validity of informational and persuasive texts, including visual sources.
- Choose appropriate sources to support a personal opinion article
- Analyze the elements of an opinion article
- Formulate a claim
- Synthesize sources in creating a personal opinion article
- Prepare an annotated bibliography
- Use the elements of rhetoric to develop opinion article effectively

Stage 2: Acceptable Evidence

Transfer Task

Opinion Portfolio

We have been considering how writers use language in order to convey a point through their work. You will be considering the strategies that writers of opinion pieces use to convey their points of view, one every week for the next several weeks. They will be due on April 10, April 16, and April 18. From your collection of articles, you will find a topic that interests you and develop your own opinion about that topic, writing a research-supported argument.

The steps follow:

Begin collecting opinion pieces/articles about any topic you find interesting. These pieces must be from newspapers or magazines of substantial quality (e.g., The New York Times, The Wall Street Journal, U.S. News and World Report, The New Yorker, The Atlantic). Do not use letters to the editor; we are looking at the work of columnists;

Submit one article per week (every Monday) with an attached analysis sheet; I will return these to you, and you will collect them in your folder;

Decide on a topic that interests you. Do research on that topic. This will include finding informational articles as well as opinion pieces; it must also include data.

You must have one visual source such as a chart, graph, or cartoon;

Write an opinion piece on the topic that takes a clear position. You must make direct references to your materials, and use clear rhetorical strategies in your writing, such as appeal to ethos, logos, pathos and other devices (consult your list), and have a clear PERSONAL VOICE. Remember, it is not a research paper.

This must be approximately 2 pages long.

Prepare an annotated bibliography indicating how each piece is useful in your final product;

Complete the attached Toulmin model worksheet for your argument, and add your method of development and rhetorical strategies.

Submit the following in a folder: source materials, your original opinion piece, rhetorical analysis of a single piece, annotated bibliography.

You will be evaluated on your ability to analyze the use of language, synthesize your sources, and express your opinion through argumentative devices. Rubric will follow.

Date due: Friday before AP exams begin

Stage 3: Activities

Class analysis of selected opinion articles **(M)**

Weekly submission of opinion articles and Toulmin model analysis sheets **(M, T)**

Outlining sample free response questions **(T)**

Stage 1: Desired Results**Established Goals:****New Jersey Student Learning Standards (NJSLs) for English Language Arts Grades 11-12**

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- 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.
- 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.
- 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. SL.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.

SL.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.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Transfer Goal:

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

Critique elements of different genres that shape meaning, and reflect upon the unique and defining characteristics of an era

Meaning

Students will understand that:

Students will understand that:

- Classic works of American Literature reflect the literary and historical eras in which they were written, as well as the author's perspective on them
- Each literary and visual genre employs conventions that convey artistic and cultural trends and thoughts in an original way
- Close reading of written and visual text reveals the elements that combine to convey purpose and meaning as well as to prompt reflection

Essential Questions:

- How do the conventions of different genres serve the purpose of the text?
- How can close reading of the structure, diction, and syntax of a work of fiction and the elements of visual text uncover meaning in a deliberately multilayered and ambiguous text?

Acquisition of Knowledge & Skills

Students will know:

- How to determine the effect of literary elements in fiction and varied elements in visual text
- How to examine artistic choices

Students will be able to:

- Locate a text in its cultural context

Stage 2: Acceptable Evidence

Transfer Task

Compare and Contrast the written text of *The Great Gatsby* (1925) and the film version by Baz Lurhmann (2013). What artistic choices are made by each in order to convey the themes and meanings of the text and reflect its cultural/temporal context?

Stage 3: Activities

Read, annotate, and participate in student-facilitated discussion of a classic American text (*The Great Gatsby*) after the AP Language Exam