9th Grade
Curriculum Guide Overview

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<tr>
<td>9th</td>
<td>One</td>
<td>9.1 Introduction to HS Reading—Textbooks &amp; Short Stories</td>
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</table>

**Anchor Text: Elements of Literature, 3rd Course—Collections 1-4**
- plot (exposition, rising action, climax, falling action, resolution)
- form
- setting
- conflict (internal/external)
- theme
- character development
- protagonist vs. antagonist
- mood, tone, style
- author's purpose
- narration/point of view

**Anchor Writings: Literary Analysis and Personal Narrative**
- Personal Narrative—Write a letter to an adult explaining the most important lesson you have learned from him/her about learning to control one or more trigger emotions.

**Introduction to Literary Analysis**
- Introduction (title, author, and genre)
- Thesis supports writer's perspective
- Interpretation of literary work (elements)
- Includes a summary of work
- Literary terms used in discussion points
- Thesis supported by evidence from text

**Literary Devices**
- figurative language—simile, metaphor, personification
- imagery
- symbolism
- foreshadowing
- irony/sarcasm
- implied meanings
- onomatopoeia
- suspense

**Grammar Focus**
- Subject/verb agreement
- Sentence Fluency (Flow)
- Strong (vivid) verbs

**ACT Vocabulary List**—See list.

**Context Clues from short stories**

**One 9.2 Introduction to High School Writing: Persuasion**

**Anchor Text:**
- from *An Indian's View of Indian Affairs*
- *Darkness at Noon*
- *Incidents in the Life of a Slave Girl* excerpt 21
- "My Name" from *House on Mango Street*
- "Kidnap Poem" by Giovanni
- "fifteen" by Stafford

**Anchor Writing: Persuasive Essay**
- Takes a position on controversial issue
- Shows clear understanding of the issue
- Thesis based on fact, value, or policy
- Consistently supports stand with specific, logical reasons and relevant information
- Support includes facts, examples, expert opinion, statistical evidence
- Responds to alternative arguments
- Evaluates implications and complications
- Uses clear and logical sequence of reasons and strong transitions
- effective lead and closing argument
- varied, precise language

**Expository Elements**
- thesis
- supporting ideas

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<td>One</td>
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<td>supporting statistical information</td>
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<td>supporting expert's opinion/quotations</td>
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<td>writer’s tone (attitude)</td>
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<td>academic vocabulary</td>
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<td><strong>Grammar Focus</strong></td>
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<td>Transitions</td>
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<td>Run on sentences and Fragments—Complete Sentence Structure</td>
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<td>Punctuation</td>
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<td><strong>ACT Vocabulary List—See list.</strong></td>
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<td>One</td>
<td>9.3</td>
<td>The Epic and Poetry</td>
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<td><strong>Anchor Text: The Odyssey</strong></td>
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<td></td>
<td></td>
<td><strong>Definition</strong></td>
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<td>• a long sweeping narrative that recounts the actions, travels, adventures, and heroic deeds of a hero.</td>
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<td>• <em>The Odyssey</em> is a “nostos” epic; it focuses on homecoming rather than on glory allusion</td>
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<td>Homeric or Epic Simile</td>
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<td>foreshadowing</td>
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<td>imagery</td>
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<td>symbolism</td>
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<td><strong>Anchor Writing: Persuasion</strong></td>
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<td>Write text that:</td>
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<td>Expresses Judgments</td>
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<td>Focuses on the Topic</td>
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<td>Develops a Position</td>
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<td>Organizes Ideas</td>
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<td>Uses Language Effectively</td>
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<td>- conventions (grammar, usage, mechanics)</td>
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<td>- vocabulary (precise, varied)</td>
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<td>- sentence structure variety (vary pace, support meaning)</td>
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<td><strong>Persuasive Essay Options</strong></td>
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<td>Write a persuasive essay that supports this thesis:</td>
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<td>• The ancient Greeks placed a high value on <em>arête</em> – the effectiveness of a man or woman because of intellectual and physical excellence. Use Odysseus as an example of a classic Greek hero. Include one or more quotations in each discussion paragraph.</td>
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<td>• Courage has been a big idea in the last two units of study. Write a persuasive essay on your current theory of courage. Draw on the characters Atticus and Odysseus, as well as others you have read about, to support your thesis/theory. Use one or more quotations in each discussion paragraph.</td>
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<td><strong>Persuasive Speech Options</strong></td>
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<td>• Write a persuasive speech appealing to one of the gods from the perspective of Odysseus trying to protect his crew.</td>
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<td><strong>Grammar Focus</strong></td>
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<td>Pronouns</td>
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<td>Ambiguous Pronoun Usage</td>
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<td>Homonyms and Pronouns</td>
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<td>Synonyms and Antonyms</td>
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<td><strong>ACT Vocabulary List—See list.</strong></td>
</tr>
<tr>
<td>Two</td>
<td>9.4</td>
<td>Shakespearean Drama, Tragedy</td>
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<td></td>
<td><strong>Anchor Text: The Tragedy of Romeo and Juliet</strong></td>
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<td><strong>Shakespearean Drama</strong></td>
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<td>tragic hero</td>
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<td>soliloquy</td>
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<td>Two</td>
<td>9.4</td>
<td>Continued</td>
</tr>
</tbody>
</table>

- aside
- blank verse
- plot, structure
- Freytag’s Triangle

**Shakespearean Sonnet**
- fourteen-line poem
- conflict, question, resolution
- rhyme scheme (abab cdcd efef gg)
- figurative language

**Literary Devices**
- aside
- dramatic irony
- foil
- foreshadowing
- imagery
- metaphor
- monologue
- oxymoron
- paradox
- personification
- puns
- simile
- soliloquy
- stage directions
- verbal irony

**Anchor Writing: Literary Analysis and Persuasive Essays**

**Introduction to Persuasive Writing**
- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
- conventions (grammar, usage, mechanics)
- vocabulary (precise, varied)
- sentence structure variety (vary pace, support meaning)

**Persuasive Essay Options**
- Write a persuasive essay using the following thesis: Romeo and Juliet’s age was the greatest contributing factor in their death. Support the thesis with evidence and examples from the play as well as the informational text on new brain research and its implications on teens and how they make decisions.
- Write to persuade that Shakespeare’s play *The Tragedy of Romeo and Juliet* is of value to modern day teenagers, giving them insight into themselves.

**Introduction to Literary Analysis**
- Introduction (title, author, and genre)
- Thesis supports writer’s perspective
- Interpretation of literary work (elements)
- Includes a summary of work
- Literary terms used in discussion points
- Thesis supported by evidence from text

**Literary Analysis Options**
- Write a literary analysis of Shakespeare’s use of imagery in Mercutio’s speech about Queen Mab or another scene. Discuss mood, character development, and reader response to the scene.
- Write a literary analysis of how secrecy and deceit influence the chain of events in the story leading to the final scene.

**Grammar Focus**
- Comma usage
- Semi-colon and colon usage
- Apostrophe usage

**ACT Vocabulary List—See list.**
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<tr>
<td>Two</td>
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<td>9.5 Contemporary Realistic Fiction, Novel</td>
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</table>

**Anchor Text: To Kill a Mockingbird or Mississippi Trial**
- plot, setting, conflict
- (internal/external),
- theme
- character development
- mood, tone, style
- author’s purpose
- point of view
- design
- time management

**Anchor Writing:**
- process writing
- language appropriate for purpose and audience
- revise own writing using proofreading checklist
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions
- evaluate own writing
- (review, revise, edit)
- note taking

**Literary Devices**
- narration/point of view
- figurative language, imagery, symbolism
- allusions
- idioms
- foreshadowing

**Persuasive Essay Options**
- What was Harper Lee’s purpose in writing *To Kill a Mockingbird*? In a persuasive essay, explain the purpose she may have had in mind. Use facts and details from the book to support your thesis. Use at least three quotations from the unit or novel. Discuss why this purpose is still relevant today and why Lee was deserving of the Medal of Freedom on November 5, 2007.

- Write to persuade another person to stand up for what is right. Write to prove social action is still necessary. Use unit quotations in your introduction, body, and conclusion.

- Write to persuade someone of the importance of basing attitudes on a wide range of knowledge and experience. Use unit quotations in your introduction, body and conclusion.

**Expository Writing Options**
- Write an expository essay answering the question “Who is Harper Lee?”
- Write a “then and now” feature news article on current events. It should reflect the perspectives of the 1930s, and today.
- Write a persuasive news editorial for your school newspaper about a topic of importance to you.

**Grammar Focus**
- Quotation marks and dialogue
- Parallelism
- Voice

**ACT Vocabulary List—See list.**
- Context clues from novel

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### 9th ACT Vocabulary List

| Adulation | Adversity | Amicable | Anecdote | Antagonist | Benevolent | Camaraderie | Censure | Clairvoyant | Collaborate | Compassion | Compromise | Condescending | Conditional | Congregation | Convergence | Diligent | Discredit | Empathy | Florid | Frugal | Hackneyed | Hypothesis | Impetuous | Incompatible | Inevitable | Integrity | Intuitive | Lobbyist | Longevity | Nonchalant | Novice | Orator | Pretentious | Procrastinate | Prosperity | Reclusive | Reconciliation | Renovation | Restrained | Subtle | Superficial | Superfluous | Suppress | Tactful | Wary |
Narrative Text

"The Necklace"

Characteristics of expository text

- definition
- supporting details
- supporting statistics
- causes and effects
- comparison
- contrast
- cause and effect

Textbook/Expository Features
titles, subtitles, headings

captions, footnotes

tables

Biography

Introduction to Literary Analysis

Examine how prior knowledge and personal experience affect the understanding of text.

Poetry

"How do I Love Thee" Elizabeth Barrett Browning

Sonnet 43

http://www.poets.org/poet.php/prmPID/152

Connect to self—own perspective on life's experiences.
### Inter-Relationships and Self-Reliance

#### Narrative Text

- **Narrative Profundity Scale**
  - http://www.readinglady.com/mosaic/tools/Pr ofundity%20Scale-Narrative%20from%20Jeff.pdf

#### Informational Text

- **Reading Reminders**
  - Jim Burke
  - "Summarize," Lesson 22

- **50 Essential Lessons**
  - Jim Burke
  - Summary Notes
  - "Seven Steps to Writing a Summary" http://cwl.oregonstate.edu/h-sum.html

#### Writing, Speaking, Expressing

- **Writing**
  - Note: All references are to online resources unless otherwise indicated.
  - "Expressive Judgments"
  - "Focuses on the Topic"
  - "Develops a Position"
  - "Organizes Ideas"
  - "Uses Language Effectively"
    - conventions (grammar, usage, mechanics)
    - vocabulary (generic, varied)
    - sentence structure variety (vary pace, support meaning)

### Reading, Literature/Media Strategies and Activities

- **What attributes contribute**
  - Read and analyze "The Most Dangerous Game" and "Gift of the Magi.
  - Complete the anticipation guide on the two stories. In literature circles:
    - Identify characters, setting, primary conflict
    - Make a plot map of each story using Freytag’s pyramid
    - Examine how the author reveals the characters
    - Examine how the narrative builds to the climax
    - Examine how prior knowledge and personal experience affect your understanding
    - Build vocabulary knowledge using vocabulary square activity
    - Possible peer discussion questions:
      - Who is involved?
      - What are they doing?
      - Why are they doing it?
      - What does the story look like if you draw it?
      - How does time function in this story?
      - How does the point of view affect the meaning in this story?
      - How does the design of the story affect or mirror the action?
      - What is the source of tension or conflict in the story?
      - What does the writer do to draw you through the text?
    - Adapted from Reading Reminders, Jim Burke

- **Paraphrase—Write it in Your Own Words**
  - Writing a Summary "Summarize and Paraphrase," Ch. 84, p. 262-266

- **Analysis**
  - Main ideas and Author’s Approach
  - Supporting Details
  - Sequential, Comparative, and Cause-Effect Relationships
  - Meanings of Words
  - Generalizations and Conclusions

### Teacher Instructional Resources (continued)

- **Plot Development (Freytag’s)**
  - http://www.readwritethink.org/lesson_image s/lesson401/PlotStructure.pps

- **Double Entry Journal**

- **Reader’s Sketchbook**

- **Vocabulary Square Activity**

### Expository Text

- **Analyzing Text**
  - Main ideas and Author’s Approach
  - Supporting Details
  - Sequential, Comparative, and Cause-Effect Relationships
  - Meanings of Words
  - Generalizations and Conclusions

- **Writing**
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<td><a href="http://www.englishcompanion.com/TechTips.html">link</a></td>
<td>Teacher Instructional Resources (continued)</td>
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**Unit Plan**

**Grade 9**

**Inter-Relationships and Self-Reliance**

**Term 1**

**English Language Arts**

**Writing**

- A way of knowing, seeing, and being.
- Writing keeps thinking dynamic.
- Reflection is a habit of mind.

**Focus**

- How does writing help people discover and understand what they are thinking?
- How does writing shape what others think of us?
- What are the common characteristics and techniques of good writing shared across genres?
- What characteristics and techniques are unique to specific genres?
- What techniques do a good writer use?
- What purposes does writing serve in the real world?

**Essential Questions**

- Who am I?
- How do my skills and talents help define me?
- What evidence do I have that I am committed to learning?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- Which decisions do I make today that will affect me for my entire life?

**Dispositions**

- Big Ideas/Themes
  - Inter-Relationships and Self-Reliance
- Focus/Essential Questions
  - Writing

**Literary Genre Focus/Anchor Texts/Media**

- **Writing Genre**
  - **Persuasive Essay**
    - From an Indian’s Views of Indian Affairs
  - **Descriptive Essay**
  - **Narrative Essay**
  - **Poetry**

**Linking Texts/Student Exemplars/Teacher Instructional Resources**

- **Descriptive Writing**
  - The Writing Site
  - Excerpt Chapter 21
  - Sample Rubric
  - Poetry
  - About Writing Memoirs
  - Additional Unit Resources
  - Writing

- **Descriptive Essay**
  - Character of essay
  - Conventions of genre
  - Poetry

**Narrative Text**

- **Characteristics of descriptive essay**
  - Descriptive language
  - Uses literary devices

- **Descriptive Essay**
  - Answers “What is it like?”
  - Has defined subject
  - Sees through a new lens
  - Supports the author’s underlying point or main idea
  - Organized by place, a certain aspect, or writer’s perspective
  - Uses strong visual images
  - Metaphors, similes
  - Draws on 5 senses
  - Takes a stance
  - Includes practical and specific details
  - Uses word choice and sentence structure that support mode

- **Reflective Essay**
  - Responds to significant event or idea and what that idea means to the writer and to the larger world
  - Answers Questions: Why? and Why not?
  - Remembers the experience using meaningful details
  - Can be serious or humorous
  - Incorporates a variety of form including narration and description
  - Shows insight and thought
  - Analyzes using multiple perspectives
  - Reveals ideas through use of comparison and imagery
  - Uses concrete details
  - Explains what the topic means to the writer and why it might be important to the reader

**Additional Unit Resources**

- Interactive Six Trail Writing Project
- Persuasive Essay
- Descriptive Essay
- Narrative Essay
- Poetry

**Teacher/Student Created Rubrics**

- http://rubistar.4teachers.org/index.php

**Reading, Listening/Viewing Strategies and Activities**

- **Reading Comprehension Strategies**
  - Identify purpose
  - Preview text
  - Understand then analyze
  - Identify thesis, evidence, structure, style, tone
  - Summarize
  - Ask questions, visualize, make connections
  - Highlight, synthesize, and monitor comprehension
  - Highlight for pertinent information

**Grammar Focus**

- Effective word choice
- Transitions
- Uses supporting statistical evidence
- Simple, clear language
- Uses self-determination

**Grammar Strategies**

- Use appropriate academic vocabulary
- Evaluate the writer’s voice

**Vocabulary Development**

- Use of adjectives and descriptive language
- Read a variety of genres
- Choose appropriate vocabulary
- Evaluate the writer's voice

**Writing, Speaking, Expressing Strategies and Activities**

- **Writing Strategies**
  - Use peer writing rubrics
  - Self-assess
  - Use graphic organizers
  - Write reflective pieces
  - Set writing goals

- **Advanced Organizers**
  - Graphic organizer for genre

**Grammar Instruction to MDE Grammar Development**

- Use of standard language
- Writing as a way of knowing, seeing, and being.

**Vocabulary**

- Use of standard language
- Writing as a way of knowing, seeing, and being.
Part 2

Genre Study to Support Writing

English Language Arts       Grade 9    Inter-Relationships and Self-Reliance

... to High School Writing: Persuasion

Writing to Learn

Journal Activity

In preparation for writing in different modes of discourse

- Create a time line of seven stories (memorable events) in your life.
- Write the stories in seven headlines. Share orally with different partners (think, pair share).

Writing to Demonstrate Learning

Personal Narrative

- Select a memorable person from one of your headlines.
- Develop criteria for what makes the person memorable.
- Use the criteria to write a personal narrative piece.
- Discuss the person from three perspectives, only one of which is your own.
- Your essay may be in the form of a character sketch or portrait.
- Use a rubric to reflect on the piece.

Descriptive Essay

- Select an object, a photograph, a place, an event, a procedure, a feeling, or emotion that relates to one of your headlines.
- Use active, precise verbs, concrete nouns, adjectives and adverbs.
- Use a rubric to reflect on the piece.

Reflective Essay

- Select a saying, quotation, metaphor, or proverb related to a central theme of a headline.
- Use selected text to support a reflection on the theme.
- Use rubric to analyze reflection.

Writing, Speaking, Expressing

Strategies and Activities

On-Going Literacy Development

ACT College Readiness Standards

English

Analyze text for
- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

Reading

Analyze text for
- Main Ideas and Author's Argument
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

Writing

Write text that
- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively - conventions (grammar, usage, mechanics)
- vocabulary (precise, varied)
- sentence structure variety (vary pace, support meaning)
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<th>Literary Genre Focus/Anchor Texts/Media</th>
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<tr>
<td><strong>Multiple Ownership of the Same Past</strong></td>
<td><strong>Discussion Questions</strong></td>
<td>&lt;<a href="http://www.readwritethink.org/lesson_images/lesson998/multiple.pdf">http://www.readwritethink.org/lesson_images/lesson998/multiple.pdf</a>&gt;</td>
<td><strong>Select one poem; eliminate all the non-vital words; write a poem from all the vital words (strong verbs, adjectives, descriptive words).</strong></td>
<td><strong>Write a reflective journal entry on a poem, song lyrics, or group of poems that you personally connected with; use the student reflection exemplar to &quot;Mistral Man&quot; by Langston Hughes as a model.</strong></td>
<td><strong>Read poems to complete &quot;In a Poet’s Shoes&quot; lesson and prepare web based or classroom presentation.</strong></td>
<td><strong>Write a poem capturing those images and feelings. You may use one of the poems you read during the unit as a mentor text.</strong></td>
<td><strong>Use a rubric to reflect on the piece.</strong></td>
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<tr>
<td><strong>Found Poem Exemplar</strong></td>
<td><strong>Coming Home Again</strong></td>
<td>Chang-Rae Lee &lt;<a href="http://readwritethink.net/lesson_images/lesson1005/cominghomeagain.pdf">http://readwritethink.net/lesson_images/lesson1005/cominghomeagain.pdf</a>&gt;</td>
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<td><strong>Chang-Rae Lee</strong></td>
<td><strong>Found Poem Exemplar</strong></td>
<td><strong>Coming Home Again</strong></td>
</tr>
<tr>
<td><strong>Post to Post (Online)</strong></td>
<td><strong>Connects two classes, allowing students to experience creative writing, revision, and editing in the company of their peers in an online scenario.</strong></td>
<td>&lt;<a href="http://www.itvs.org/poeticlicense/teach_poet.html">http://www.itvs.org/poeticlicense/teach_poet.html</a>&gt;</td>
<td><strong>Participate in teacher directed lessons.</strong></td>
<td><strong>Learn the characteristics of memoir writing through Capote’s “Christmas Memory” and at least one other short narrative anchor text; use critical reading strategies.</strong></td>
<td><strong>Analyze the song lyrics of Chapin and Willis for elements of memoir. Find related unit quotations.</strong></td>
<td><strong>Incorporate characteristics and techniques of personal narrative, descriptive, and reflective writing.</strong></td>
<td><strong>Use a rubric to reflect on the piece.</strong></td>
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<tr>
<td><strong>Personal Narrative Resources</strong></td>
<td><strong>Student Exemplars</strong></td>
<td>Marilyn’s Pen &lt;<a href="http://www.maryspen.org/reed/search_story.php">http://www.maryspen.org/reed/search_story.php</a>&gt;</td>
<td><strong>Analyze student memoir exemplars; rank order providing evidence.</strong></td>
<td><strong>Read the following quotation by Annie Dillard; “Turning a text into a poem doubles that poem’s context. The original meaning remains intact, but now it swings between two poles.” Participate in a model writing lesson learning to write found poetry using an excerpt from her memoir in preparation for writing your own memoir.</strong></td>
<td><strong>Read a poem capturing those images and feelings. You may use one of the poems you read during the unit as a mentor text.</strong></td>
<td><strong>Write a memoir in response to a headline about a small but meaningful event.</strong></td>
<td><strong>Use a rubric to reflect on the piece.</strong></td>
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<tr>
<td><strong>Sample Rubric</strong></td>
<td>6+1 Mentor Text Narrative Scoring Practice</td>
<td>&lt;<a href="http://www.nwrel.org/assessment/scoring_practice.php?today=1&amp;c=18">http://www.nwrel.org/assessment/scoring_practice.php?today=1&amp;c=18</a> searchable=1&gt;</td>
<td><strong>Listen to NPR interview “Drawing the Line Between Facts and Fiction” to form a critical perspective of memoir writing. Respond using “Multiple Ownership of the Past” discussion questions.</strong></td>
<td><strong>Listen to the NPR Broadcast write a journal reflection on a personal family story that different family members might remember differently or have a different perspective on. Share three different perspectives including your own.</strong></td>
<td><strong>After listening to the NPR Broadcast write a journal reflection on a personal family story that different family members might remember differently or have a different perspective on. Share three different perspectives including your own.</strong></td>
<td><strong>Participate in literature circles/book clubs and class discussions as a productive member.</strong></td>
<td><strong>Participate in literature circles/book clubs and class discussions as a productive member.</strong></td>
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</tbody>
</table>

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High School ELA Grade 9 Model Unit Planning Chart --- Toolkit curriculum and planning resource. v. 10.08

Revised April 2010
### Dispositions

**Big Ideas**
- Life's journey
- Courage
- Effects of war
- Loyalty
- Fate versus free will
- Sacrifice
- Survival
- Homecoming

**Themes**
- Odyssey is a symbol of every man.
- Relationships sustain us.
- Journeys provide new perspectives on life.
- War affects the mind, body and soul of humanity.

**Focus Questions**
- What is an epic poem, and how does it differ from other kinds of poetry or storytelling?
- What is it about The Odyssey that has captivated readers for almost 3,000 years?
- What does it mean to be a hero?
- Why does Odyssey long so powerfully go home?
- What role does hope play in survival?
- In times of adversity, how do family, bonds/relationships help us survive?
- How do relationships endure over time?
- What role does obligation play in relationships?
- What is the role of fate vs. free will in our lives?

### Literary Genre Focus/Author Texts

**Narrative Text**
- Epic Poetry
  - "The Odyssey", Homer
  - Book V
  - Book IX - XII
  - Book XVII
  - Book XXI - XXIII

**Informational Text**
- Magazine Article
  - "The Other Battle: coming home" Ann Scott Tyson, The Christian Science Monitor, 7-8-03

**Magazine Article**
- "Coming Home" Carolyn Kleiner Butler, Smithsonian magazine, 1-05

**World War II Memoir**
- Sylvia Cooke, Panorama, 8-9-07

### Linking Texts/Institutional Resources

**Media**
- Video clips from The Odyssey, Clash of the Titans, Troy, Beowulf, Lord of the Rings, Return of the King, Harry Potter, Star Wars

**Other Resources**
- Website: classics.mit.edu/Homer
- ABC News: http://abcnews.go.com/WNT/PersonOfWeek/story?id=405247

### Narrative Text

**Genre Study**
- Characteristics of epic poem

**Author Study**
- Homer

**Epic Poem Definition**
- A long sweeping narrative that recounts the actions, travels, adventures, and heroic deeds of a hero.
- The Odyssey is a "nostos" epic; it focuses on homecoming rather than on glory

**Purpose**
- To entertain
- To provoke thought and emotion
- To present a story about values and beliefs

**Characteristics of Epics**
- Main character is heroically larger than life, usually of noble birth and stands for the ideals of a nation or race
- Hero survives using his intellect as well as his physical strength
- Journey takes place over a long period of time-many years
- Journey is complicated by supernatural beings or events
- Hero's larger-than-life heroic qualities and his human weaknesses and unwise actions are both presented
- Setting is vast encompassing the known world, the life's journey of the hero

### Expository Elements

- Thesis
- Supporting ideas
- Supporting statistical information
- Supporting expert's opinion/quotations
- Writer's tone (attitude)

### Organizational Patterns

- Argumentation/persuasion
- Compare/contrast
- Theory/evidence
- Problem/solution
- Cause/Effect

### Historical/Cultural Perspectives

- Effects of war on soldiers and their families
- Understanding human nature

### Reading Comprehension Strategies

- Identify purpose
- Preview text
- Understand then analyze and reflect
- Identify thesis, evidence, structure, style, organization
- Summarize
- Ask questions, visualize, make connections, predict, determine importance, infer, synthesize, monitor comprehension

### Close and Critical Reading Strategies

- Use graphic organizers before, during and after reading as a visual means of explaining and organizing information and ideas
- Use marginalia to describe the author's craft.
- Use thinking notes and think aloud strategies.
- Annotate text.
- Take and organize notes (Cornell Notes and Double Entry Journals).
- Determine relevance/importance.
- Consider potential for bias.
- Consider perspectives not represented to avoid controversy.
- Look for evidence to support assumptions and beliefs.
- Evaluate depth of information.
- Evaluate validity of facts.
- Recognize influence of political/social climate when text was written.

### Writing Strategies

- Maintain writing portfolio to revisit goals, add evidence of progress, reflection and for evaluation purposes.

#### Writers' Workshop

- Develop workshop focus
- Determine workshop focus based on group and individual needs
- Determine writing strategies for direct instruction
- Devise perspective writing techniques

### Reading Strategies

- Skim text for essential information
- Think, write, pair, share new texts
- Time reading to determine time commitment for each text

### Vocabulary Development

- Academic vocabulary
- Technical/specialized vocabulary
- Word etymology and usage
- Find current uses in Google News

### Writing Strategies

- Process writing language appropriate for purpose and audience
- Revise own writing using a peer proofreading checklist
- Critique own writing for sophisticated sentence structure
- Cite sources using MLA conventions

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**Term 1**

**Unit Plan**

**Unit Goals**
- Reflect on selected journal entry
- Preview text
- Reflect on two pieces of the Rings, Return of the King, Harry Potter, Star Wars
- Journeys provide new perspectives on life.
- Review your long term reading information
- Understand then analyze and reflect
- Reflect on selected journal entry
- Preview text
- Reflect on two pieces of the Rings, Return of the King, Harry Potter, Star Wars
- Journeys provide new perspectives on life.

**Big Ideas**
- Life's journey
- Courage
- Effects of war
- Loyalty
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- Homecoming

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- How do relationships endure over time?
- What role does obligation play in relationships?
- What is the role of fate vs. free will in our lives?

**Reading, Listening, Viewing Strategies and Activities**
- Identify purpose
- Preview text
- Understand then analyze and reflect
- Identify thesis, evidence, structure, style, organization
- Summarize
- Ask questions, visualize, make connections, predict, determine importance, infer, synthesize, monitor comprehension

**Writing Strategies**
- Maintain writing portfolio to revisit goals, add evidence of progress, reflection and for evaluation purposes.

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**Student Goal Setting and Self-Evaluation Strategies**

- Reflect on selected journal entry
- Reflect on two pieces of the Rings, Return of the King, Harry Potter, Star Wars
- Monitor growth using unit indicator cards - language fluency - reading complexity - modes of discourse
- Evaluate tendency toward dispositions and their appropriate application
Before Reading The Odyssey

- Read to answer these questions:
  - Why are we reading the epic poem The Odyssey today when it was written almost 3,000 years ago?
  - What value does the book hold for the modern teenager?
  - What does the book mean in terms of how I think about my self, my family, my peers, my community, my country and humanity?

Before Reading Activities

- Visit The Odyssey Web Quest and complete Task 1 to answer the question: Who was Homer? Make a main idea outline using each slide as a main idea.
- Visit the Webquest "Troy" to understand the link between the story of Troy and The Odyssey. Take notes for literature circle discussion.
- The setting of an epic is vast. View the Map of Odysseus' Journey to orient yourself.

Before Reading Activities (continued)

- Construct a clear definition of each genre answering these questions:
  - What elements must it contain?
  - Why would an author choose this genre?
  - What makes it unique from other genres?
  - What writing styles are appropriate?
  - What is its structure?

Grammar Focus


Vocabulary Development

- Classify and compare terms of purpose and formation
- Classify and compare style, tone, clarity, and economy
- Classify and compare sentence structure and formation
- Classify and compare conventions of usage
- Classify and compare Punctuation

Research Skills

- Outline
- Locating Sources - library
- electronic card catalogue
- online databases
- using the Internet
- Search Strategies - narrowing the search - evaluate websites

Quotation Notebook

- Record selected quotations in a quotation notebook. Include quotations from the unit and self-selected quotations of personal significance that evaluate own writing (review, revise, edit)
- note taking
- grammar and rhetoric mini lessons
- practice skills for ACT/SAT success
- Elements of dialogue
- Parts of speech

Additional MDE Grammar Resource
- “Power of Language” Module
- ELA Companion Document

Part 1

Part 2

ACT College Readiness Standards

English

- Analyze text for
  - Topic Development in Terms of Purpose and Focus
  - Organization, Unity, and Coherence
  - Word Choice in Terms of Style, Tone, Clarity, and Economy
  - Sentence Structure and Formation
  - Conventions of Usage
  - Conventions of Punctuation
<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Literary Genre Focus/ Anchor Texts</th>
<th>Linking Texts Instructional Resources</th>
<th>Narrative Text</th>
<th>Informational Text</th>
<th>Reading, Listening, Viewing Strategies and Activities</th>
<th>Writing, Speaking, Expressing Strategies and Activities</th>
<th>On-Going Literacy Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each other, Doulcition, Same, and wooded Zacythnos— but low-lying Ithaca is farthest out to sea, towards the sunset, and the others are apart, towards the dawn and sun. It is rough, but it raises good men.”</td>
<td>On-Going Literacy Term 1</td>
<td>Literary Devices</td>
<td>allusion, extended metaphor, foreshadowing because of intellectual and physical excellence, the value placed on xenia – hospitality /obligation, effects of war on soldiers and their families, understanding human nature</td>
<td>• Meet the characters by completing Task 2 of The Odyssey Web Quest in preparation for journal activities. • Read the quotation in Book Nine about Odysseus’ home Ithaka (C).</td>
<td>• Data Wall: Create a data wall using the 7 emotional triggers (flattery, fear, greed, anger, guilt, exclusivity, salvation). Sketch their use in the epic. • Create a data wall by making a collage of people’s willingness to serve others in your community.</td>
<td>• Reading: Analyze text for Main Ideas and Author’s Approach • Supporting Details: Sequential, Comparative, and Cause-Effect Relationship • Meanings of Words: Generalizations and Conclusions</td>
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<tr>
<td>D “What shall I say first? What shall I keep until the end?” The gods have tried me in a thousand ways.”</td>
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<td>• Expressing Strategies and Activities</td>
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<tr>
<td>E I am Laertes’ son, Odysseus, Formidable for guile in peace and war. This fame has gone abroad to the sky’s rim.”</td>
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<td></td>
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<td>F “Now, by the gods, I drove my big hand spike Deep in the embers, charming it again And cheered my men along with battle talk To keep their courage up: no quitting now.”</td>
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<td>G “But I kept thinking how to win the game: Death sat there huge: how could we slip away? I drew on all my wits, and ran through tactics, reasoning as a man will for dear life, until a trick came-and it pleased me well.”</td>
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</tbody>
</table>

Book 21

H “Now watch me hit a target that no man has hit before, If I can make this shot. Help me Apollo.”

Using Metaphor to Deepen Comprehension” Chapter 2, p. 17-19, Chapter 7 Deeper Reading Kelly Gallagher

Speech Student Handout http://www.associatedcontent.com/article/425197/home rs_olytyssey_as_epic_poetry.html

“Using Metaphor to Deepen Comprehension” Chapter 2, p. 17-19, Chapter 7 Deeper Reading Kelly Gallagher

Speech Outline Notes Tools for Thought Graphic Organizers for Your Classroom Jim Burke

Reading, Listening, Viewing Strategies and Activities

• Meet the characters by completing Task 2 of The Odyssey Web Quest in preparation for journal activities.

• Read the quotation in Book Nine about Odysseus’ home Ithaka (C). View the video reading of the poem “Ithaka.” Analyze the poem. Reflect on what the poem means to you before reading The Odyssey. Revisit the poem at the end of the unit to see if your understanding of the poem has changed.

• After learning the characteristics of an epic poem and hero’s cycle, generate a class list of familiar stories, such as Lord of the Rings, that follow this similar pattern of action and fit the epic hero cycle.

• During Reading Using a study guide, read The Odyssey using critical reading skills and strategies. Examine figurative language and the use of literary devices. See Journal Entries for suggested activities. Engage in conversations in literature circles to deepen your understanding and hear others’ perspectives.

• Identify the one most important event in each book and explain why it is so important? Explain how the event may have affected the characters or the plot of the story. Write a summary of each book.

• During Reading The Odyssey Create a hero’s cycle map to document Odysseus’s heroic journey, in preparation for writing a persuasive essay. Document both his physical and intellectual excellence - arête - (bravery, resourcefulness, wit, cunning, and deceptiveness).

• Create a matrix to study the characters throughout the journey as they are introduced. Answer the relate to unit themes and big ideas.

Writing, Speaking, Expressing Strategies and Activities

• Data Wall: Create a data wall using the 7 emotional triggers (flattery, fear, greed, anger, guilt, exclusivity, salvation). Sketch their use in the epic. • Create a data wall by making a collage of people’s willingness to serve others in your community. • Reading: Analyze text for Main Ideas and Author’s Approach • Supporting Details: Sequential, Comparative, and Cause-Effect Relationship • Meanings of Words: Generalizations and Conclusions

Writing

Write text that • Expresses Judgments • Focuses on the Topic • Develops a Position • Organizes Ideas • Uses Language Effectively - conventions (grammar, usage, mechanics) - vocabulary (precise, varied) - sentence structure variety (vary pace, support meaning)
<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Literary Genre Focus/Anchor Texts</th>
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<th>On-Going Literacy Development</th>
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<tbody>
<tr>
<td>Big Ideas/Themes Focus/Essential Questions</td>
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<td>Linking Texts</td>
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<td>Instructional Resources</td>
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<td>Online Resources</td>
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<td>Odyssey Web Quest Worksheet</td>
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<td>Task 1</td>
<td>Who was Homer?</td>
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<td>Task 2</td>
<td>Humans, Gods, &amp; Supernatural Beings</td>
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<td>Telemachus Character Sketch</td>
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<td>Outline Notes</td>
<td>Main ideas and details</td>
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<td>Paraphrase-Write it in Your Own Words</td>
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<td>How Troy connects to the Odyssey</td>
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<td>Map of Odysseus' Journey</td>
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<td>Ithaka</td>
<td>C.P. Cavafy</td>
<td>Study Guide</td>
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<td>Hero's Journey</td>
<td>Joseph Campbell</td>
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<td>Following questions for one character:</td>
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<td>- What does the character say or do?</td>
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<td>- How does the character exhibit intellectual and physical strength?</td>
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<td>- What do others think about the character?</td>
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<td>- How does the character look and feel?</td>
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<td>- How do you feel about the character?</td>
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<td>Write a summary of your character at the journey's completion.</td>
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<td>In literature circles, read the linking texts (Siren Song, &quot;An Ancient Gesture,&quot; and &quot;Calypso&quot;), about three strong female characters in the story. Analyze the poems and song lyrics, annotating the text.</td>
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<td>Homer uses the literary device &quot;flashback&quot; to tell the story. Sketch the story’s sequence and explain why he may have used it.</td>
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<td>Revisit the poem &quot;Ithaca&quot; to see if your understanding of the poem has changed.</td>
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<tr>
<td>Homer passed on lessons about life and human nature that have remained important today. In literature circles, discuss - What do Odysseus’ experiences tell us about our own lives and the relationships we have? - What does Odysseus learn in his adventures and sufferings?</td>
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<td>After Reading Activities (continued)</td>
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<td>- What role does suffering play in - (Intangible item) is like a (tangible item) because</td>
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<td>- What qualities do Penelope and Odysseus have in common? What evidence is there in the epic to support your ideas? Use a Venn diagram, T chart, or comparison matrix.</td>
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<tr>
<td>Homer passed on lessons about life and human nature that have remained important today. Connect the poem &quot;Facing It&quot; and the song &quot;8th of November&quot; to the quotation by Shakespeare &quot;...We few, we happy few, we band of brothers...&quot;</td>
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<td>Reflect, using the four critical reading questions, on the quotations from Tennyson (II, IV) and the poem &quot;Ithaca&quot; in preparation for writing a reflective essay.</td>
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<td>Expository Text Journal Options</td>
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<td>- Examine the things you carry each day. What are they? What do they symbolically represent? What might someone learn about you by examining the things you carry?</td>
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<td>- Connect the poem &quot;Facing It&quot; and the song &quot;8th of November&quot; to the quotation by Shakespeare &quot;...We few, we happy few, we band of brothers...&quot;</td>
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<td>- Write a fictional conversation between two characters from different wars, between a soldier and Odysseus or</td>
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| | | | | | Loyalty as Portrayed in Homer’s Odyssey | http://www.associatedcontent.com/article/322657/loyalty_as_portrayed_in_homers_odyssey.html | “Siren Song” Study Guide Margaret Atwood | http://www.wfu.edu/english/faculty/data/boyce/arcadia_writing_project/tang111_fa01/group1/project1.html | Exploring “Ulysses” Study Guide | http://oldpoetry.com/column/show/32 | Odyssey Vocabulary Webquest Word Etymology | http://fayette.k12.in.us/%7Ecbeard/calliope/vocabindex.html | Images/Photography Object Observation Sheet | http://memory.loc.gov/learn/estates/99/feast/observe.html | our lives?• Write a reflective essay in response to this question: What is it about The Odyssey that has captivated readers for almost 3,000 years? Examine themes, big ideas, characters, suspense, and description. What value does the book hold for the modern teenager? Expository Text | Literature Circle, Discussion, and Journal Writing Options• Read the lyrics to “Home” and discuss the meaning of the song. Like Odysseus, the soldiers of today and of the past, long to go home. View the music video Coming Home by Chris Daughtry. React to the video in a quick write (short journal entry). Are all homecomings like the ones portrayed?• Like Odysseus and his men, soldiers of today face both physical and mental obstacles. They too often suffer post-war effects. In literature circles, read the feature news article “The Other Battle: coming home.” Work with a partner to outline the article. What is the importance of this article? What should you learn from it?• Read the opening chapter of the novel, The Things They Carry using critical reading skills. The author highlights not only physical items, but also emotional items. In times of adversity, how do family bonds/relationships help us survive? How do the items symbolize the soldier’s personality, values, or character?• View the Photo Essay “Things They Carry” by Kevin Sites. Compare the items that the soldiers in Vietnam carried to those carried by the soldiers in Afghanistan. Descriptive Essay Options• Odysseus has reached a low point of his cycle on Calypso’s Island. Describe the changes in Odysseus’s character from the time he arrives on Calypso’s island, while he lives on the island, and as he is preparing to leave the island. Conclude by reflecting on the role hope plays in Odysseus’s will to survive. Literary Analysis• Write a literary analysis of the influences of women in The Odyssey. (Athena, Penelope, Circe, Calypso). Persuasive Essay Options

High School ELA Grade 9 Model Unit Planning Chart — Toolkit curriculum and planning resource. v. 10.08 Revised April 2010
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<th>Dispositions</th>
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<td>High School Research Guide English/Spanish/(12 Languages)</td>
<td><a href="http://www.crlsresearchguide.org/00_Introduction.asp">http://www.crlsresearchguide.org/00_Introduction.asp</a></td>
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<td>A+ Research and Writing</td>
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<td>Reading a Movie Literature Circle Roles Hard Rock English-Media Literacy</td>
<td>Jeana Rock <a href="http://158.91.55.1/~jeanar/rock_files/viewing.htm">http://158.91.55.1/~jeanar/rock_files/viewing.htm</a></td>
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<td>• Use the Objective Observation Sheet to examine the “Burst of Joy” photograph. Following the activity, read the “Coming Home” feature news article by Carolyn Kleiner Butter. What insights did you gain into the homecoming and situation surrounding the photograph? What does the photograph not “say”? What lesson can be learned from this?</td>
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<td>• In literature circles view the photo essay, From Troy or Bagdad: Coming home from War. How does the author’s perspective of this essay support or not support the perspectives in the other news articles that you have read?</td>
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<td>• Read the lyrics to the song “8th of November” to understand the story that is being told. View the music video for this song. Complete a quick write (short journal entry) discussing the similarities between Odysseus and the main character from the song.</td>
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<td>• Read and analyze the poem, “Facing It.” View a reading of the poem by a war veteran. Explain how this poem helped him with his struggle to live with his war memories.</td>
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<td>• A student responded to the poem “Facing It” by writing the poem “Memorial”. View her multimedia presentation. Evaluate it using a presentation rubric.</td>
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<td>• Write a persuasive essay that supports this thesis: The ancient Greeks placed a high value on arête – the effectiveness of a man or woman because of intellectual and physical excellence. Use Odysseus as an example of a classic Greek hero. Include one or more quotations in each discussion paragraph.</td>
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<td>• Courage has been a big idea in the last two units of study. Write a persuasive essay on your current theory of courage. Draw on the characters Atticus and Odysseus, as well as others you have read about, to support your thesis/theory. Use one or more quotations in each discussion paragraph.</td>
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<td>Persuasive Speech Options</td>
<td>Write a persuasive speech appealing to one of the gods from the perspective of Odysseus trying to protect his crew.</td>
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<td>Write a speech to persuade your audience to take action and support our soldiers coming home from the Iraq War. The call to action should include personal letters, tributes, or persuasive editorials and news articles for the school or local newspaper.</td>
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<td>Creative Writing (Optional)</td>
<td>Create an outline for an epic of a hero of our times. Who would be your hero and why? Develop an outline of your epic which would include modern day adventures highlighting his or her heroic qualities as well as the values of current American society. Share with your peers.</td>
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<td><strong>Big Ideas/Themes Focus/Essential Questions</strong></td>
<td>Joseph Campbell said that “A hero is someone who has given his or her life to something bigger than oneself.” Revisit how you defined courage at the beginning of the unit. Have your perspectives been confirmed or changed? If they changed, identify what caused them to change; if not, what confirmed your perspective of belief?</td>
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<td><strong>Reading Activities (continued)</strong></td>
<td>In literature circle, read the two articles about people making a difference: “A World War II Memoir” by 80-year-old Sylvia Cooke, and Bert Brady’s a “Veteran who Makes Soldier and Homecomings a Daily Ritual.” Discuss in your groups what you and people in your community might do to support the soldiers coming home today, in preparation for writing a persuasive speech.</td>
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<td><strong>Listening/Viewing</strong></td>
<td>In a reflective journal entry, answer the following question: What do the articles and other texts about soldiers and their families that I have just read or viewed, mean in terms of how I think about myself, my family, my peers, my community, my country and humanity?</td>
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<td><strong>Poetry</strong></td>
<td>Write an ode paying tribute to a character, object, or concept that you read about in the unit.</td>
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<td><strong>Research</strong></td>
<td>Respond to the unit by writing a research brief that addresses an area of interest that you would like to know about. Make a formal presentation.</td>
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<td><strong>Speaking</strong></td>
<td>Give a six- to eight-minute persuasive speech.</td>
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<td><strong>Debate one of the following topics as a member of a team. Research your position.</strong></td>
<td>- Which had more impact on Odysseus’s life, fate or free will?</td>
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<td>- Are athletes heroes?</td>
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<td>- If you had been a member of Odysseus’s crew, would you have followed his leadership? Debate the question: Was Odysseus a worthy leader? The Odyssey Books 9-12</td>
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<td>Participate in literature circles and book club discussions by asking questions and sharing ideas and perspectives to improve communication skills.</td>
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<td>Evaluate activities of literature circles or book clubs with peers. Identify group strengths and weaknesses using a rubric. Set goals for next unit.</td>
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</table>
Dispositions Big Ideas/Themes Focus/Essential Questions

 Literary Genre Focus/ Anchor Texts

 Linking Texts Instructional Resources

 Genre Text

 Genre Study Characteristics of

 Informational Text

 Reading, Listening/Viewing Strategies and Activities

 Writing, Speaking, Expressing Strategies and Activities

 On-Going Literacy Development

 Grade 9 Disposition

 Inter-Relationships and Self-Reliance

 Big Ideas

 - relationships

 - responsibility

 - life lessons

 - age vs. youth

 - moral choices

 - history of theatre

 - impulse decision making

 - love vs. hate

 - fate

 - deception, secrecy

 Themes

 - Decisions can have long term effects.

 - The quality of a life defines relationships.

 Focus Questions

 - What social issues does the play address?

 - How does Shakespeare still speak to us today?

 - How can exploring themes in literature provide insight into ourselves?

 - In literature, what is "tragic design"?

 - What makes a good process?

 - Is tragedy part of life?

 - How can I avoid making impulsive decisions?

 - Can decisions based on violence or anger have a peaceful resolution?

 - How can potential consequences guide decision making?

 - Do I recognize my own mistakes and learn from them?

 - Are some decisions irreversible?

 Drama/Tragedy

 Shakespearean Drama

 Shakespearean Sonnet

 Literary Devices

 Literary Identities

 Literary Genre

 Literary Studies

 Reading Strategies

 Writing Strategies

 Vocabulary Development

 Reading

 Writing

 Writing Strategies

 Vocabulary Development

 Reading

 Writing

 Reading

 Writing
Dispositions
Big Ideas/Themes
Focus/Essential Questions
Essential Questions
Who am I?
How do I relate to my family, my community, and society?
How do I build networks of people to support me?
How am I a reflection of my relationships?
How do my relationships within and across groups affect others?
What influence do class, religion, language, and culture have on my relationships and my decisions?

Romeo and Juliet Quotations
Opening Prologue
A "two households, both alike in dignity, in fair Verona, where we lay our scene, from ancient grudge break to new mutiny, Where civil blood makes civil hands unclean."
B "A pair of star-cross'd lovers take their life; whose misadventur'd piteous overthrows, Doth with their death bury their parents' strife."

Act I Scene v
C "My only love sprung from my only hate! Too early seen unknown, and know too late! Prodigious birth of love it is to me That I must love a loathed enemy."
Juliet
D "Did my heart love till now? Forswear it sight, For I ne'er saw true beauty till this night."

Romeo
Act II, Scene ii
E "O Romeo, Romeo, wherefore art thou Romeo? Deny thy father and refuse thy name; Or if thou wilt not, be but my enemy And I'll no longer be a Romeo."

Graphic Organizers
• comparison notes
• episode notes
• Freytag's Triangle
• KWL
• summary notes
• T Square
• Venn diagram

Expository Text
• Outline
• Locating Sources
• Library
• electronic card catalogue
• online databases
• using the Internet
• Search Strategies
• narrowing the search
• evaluating websites
• Notetaking
• Summarizing

Critical Perspectives
• consider perspectives not represented.
• Identify need for additional information.
• Evaluate depth of information.
• Evaluate validity of facts.

Expository Activities
• Create a personal action plan for making decisions.

Narrative Text
Romeo and Juliet

Term 2
On-Going Literacy Development

Elements of dialogue
• Parts of speech

Grammar Instruction to
• enrich writing; add detail, style, voice
• create organizational coherence and flow
• make writing conventional

Additional MDE Grammar Resource

ACT College Readiness Standards
English Analyze text for
• Topic Development in Terms of Purpose and Focus
• Organization, Unity, and Coherence
• Word Choice in Terms of Style, Tone, Clarity, and Economy
• Sentence Structure and Formation
• Conventions of Usage
• Conventions of Punctuation

Reading Analyze text for
• Main Ideas and Author's Approach
• Supporting Details
• Sequential, Comparative, and Cause-Effect Relationships
• Meanings of Words
• Generalizations and Conclusions

Writing
• Write text that
• Expresses Judgments
• Focuses on the Topic
• Develops a Position
• Organizes Ideas
• Uses Language Effectively - conventions (grammar,
Sonnet 116 and 18 Lesson
- "Visualize What You Read" 50 Essential Lessons, Jim Burke. Lesson 9
Sonnet Analysis
- http://www.cummingsstudyguides.net/sonnet09analysis.html
Sonnet 18 Sample Analysis
- Paraphrased
Sonnet Resources
( Also see Theater Resources)
Romeo & Juliet Web Quest
- http://library.thinkquest.org/19539/rong.htm
Romeo & Juliet Web Site
- Information on Themes, Vocabulary, Quotes, Literacy Elements/Techniques, Art History
A Romeo and Juliet Itineraries
- Photographs
  - http://members.tripod.com/hilaryf8/rtindex.htm
Romeo and Juliet: A Synopsis
Readers’ Theater Project
- Romeo and Juliet
  - http://members.tripod.com/hilaryf8/rt.htm
Exploring drama as a teaching methodology: Romeo and Juliet
- http://www.education.ucsc.edu/eenglish/romeo.html#overview
60 Second Drama Video
- HS Drama Class
  - http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/watch/iplzds_randi.shtml
Romeo and Juliet KWHL Strategy
for reading. Revisit the guide after reading the play and see if the play strengthens your beliefs or if you perspective have changed.
- Read the Greek myth "Pyramus and Thisbe" on which Shakespeare is said to have based the story of Romeo and Juliet. Make predictions (about the play) based on the myth.
- As a class complete a KWL(R) about William Shakespeare and the era in which he lived and the play was written. Generate a class list of important details about Shakespeare’s time period that would help you better understand the play, such as Italian city-states and the role of dominant families. Join an expert’s panel to study an aspect of the play. Visit websites and gather information taking notes in preparation for sharing the information. During class discussions.
- With a partner, generate 10 examples of tragedies, as you would use the word today, in preparation for a class discussion.
- Participate in a class discussion on how Aristotle defines a tragedy and its tragic hero. Examine how he relates to the play. Take lecture notes using an advance organizer. Compare a classic Greek hero to a tragic hero using a T square or Venn diagram. With a partner, complete the activity in the "What would Aristotle Say?" interactive website. Learn whether or not Aristotle would consider an event to be a tragedy.
- Read "Quoting Shakespeare" by Levine to appreciate Shakespeare’s influence on our language today.
- In a teacher directed lesson, familiarize yourself with the language of Shakespeare by reading Sonnets 116 and 18. Analyze for meaning, tone, use of imagery, and structure.
During Reading
- Using a study guide read the play; use critical reading skills and strategies. Use a teacher-created outline for each act and scene as a guide to gain meaning. Write an act-by-act plot summary writing a synopsis of each act and scene, representing the rising, falling and resolution pattern (Freytag’s Pyramid).
- Time management in the play is crucial to the plot. Create a tragic decision timeline of the action in the play. Write about each decision and its importance. Discuss the
- Translating the Apothecary speech in Scene V from Elizabethan English into modern English. Sketch the apothecary and his shop using the imagery from the speech. Explain how the imagery adds to the mood of the scene and helps develop the character.
- How did Romeo and Juliet interact with their parents? In your opinion were they good parents? Explain the basis for your opinion.
- Become a person in the play. Keep a diary or Blog from the point of view of one of the main characters (Juliet, Romeo, the Nurse, and Mercutio). Preview scoring rubric and student exemplars. Intel Education Designing Effective Projects
- Reflect on the closing lines of the play, answering the four critical reading questions.
- Summarize the (student handout) online article on Aristotle’s ideas about tragedy using the Summary Notes organizer. Your summary should be no more than 1/3 the length of the original article.
- The play ends with the Montegues and the Capulets voicing to end the family feud. Use your tragic time line to summarize the chain of cause and effect events that led their decision. Examine the events from the perspective “If only...” What do these events tell us about the implications of impulse decision making?
- Select from one of the following three letter writing options.
  - Write a persuasive letter to Prince Escalus explaining why Romeo deserved a second chance. Act III
  - Write the letter that Friar John wrote to Romeo about his plan in Act IV
  - Complete the letter that Romeo gave Balthasar before he entered the monument for Juliet’s father. Act V
- Use your tragic timeline to write a twelve-word story summarizing Romeo and Juliet.
Reflective Essay
- At the unit’s conclusion, write about what you have learned regarding decision making or conflict resolution. Refer to your quick write at the beginning of the unit. Cite both narrative and informational text.

Revised April 2010 3
Focus: Shakespearean Drama, Tragedy

Romeo and Juliet Resources

Romeo & Juliet Anticipation Guides
Deeper Reading
Kelly Gallagher p.40
Romeo & Juliet Tragic Decision Timeline Exemplar
Reading Reminders
Jim Burke Chapter 77 pgs. 243-244
Intel Education Designing Effective Projects
Rube for Blog
1968 Romeo and Juliet Movie Guide
Perfect Mate Survey
http://www.teachersfirst.com/winners/romeo-survey.htm
"The Chaser" Analysis
http://readfirst.net/paper.htm
Gettysburg Address Lesson
Paraphrase
http://teachers.greenville.k12.sc.us/its/parent/20%20Documents/ Analyzing%20The%20Gettysburg%20 Address.doc
Theater Resources
Musical Theater
West Side Story, Theater Study Guide
http://www.tuts.com/season06/WSS/ study.pdf
Focus on West Side Story
Performing Arts
http://artsedge.kennedy-center.org/exploring/land/Connection s/performing/westside.html

Writing to Demonstrate Learning

Literary Analysis Options
- Write a literary analysis of Shakespeare’s use of imagery in Mercutio’s speech about Queen Mab or another scene. Discuss mood, character development, and reader response to the scene.
- Write a literary analysis of how secrecy and deceit influence the chain of events in the story leading to the final scene.

Persuasive Essay Options
- Write a persuasive essay using the following thesis: Romeo and Juliet’s age was the greatest contributing factor in their death. Support the thesis with evidence and examples from the play as well as the informational text on new brain research and its implications on teens and how they make decisions.
- Write to persuade that Shakespeare’s play The Tragedy of Romeo and Juliet is of value to modern day teenagers, giving them insight into themselves.

Comparison Essay Options
- One of the central themes in the play is that there are times when secrets should be told. Another is that decisions can have long term effects. Use one of these themes as a thesis in a comparison essay. Draw a comparison by connecting it with yourself, your family, your community and your country.
- Write a comparison essay comparing the three heroes, Attitus, Odysseus and Romeo, according to the courage and heroic traits they exhibited. Use quotes and examples from the texts to support your thesis. Refer to your quotation notebook.

Creative Writing Option
- Like Shakespeare, use a Greek myth to write a short story, poem or skit, making it your own.

Expository Essay Options
- Write an expository essay about William Shakespeare or a topic that relates to the historical time period in which he lived and wrote. Use at least two resources.
- Write an expository essay posing the question raised in the play: Can long term feuds be ended? Research one or

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<td>Strategies and Activities</td>
<td>Development</td>
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accelerated time frame of the play and the haste with which characters make decisions (impulse decision-making).
- In literature circles, select a scene and lead the discussion of its interpretation, its importance to the act, and figurative language use. On overhead transparencies or story board, draw the action in the play.
- Keep a three column character chart (Montague, Non-partisan, and Capulet); note the relationships between the families and among the characters. Cite examples of conflict that lead to the catastrophe (family loyalty, misconception, deception).
- Use the Profundity Scale to analyze the character traits of Romeo and Juliet. Identify their character flaws. Identify ways you or others you know are like Romeo and Juliet. Look beyond the story to situations teenagers face today and to the often impulsive decisions they make. Discuss the importance of having a decision-making plan.
- Analyze the opening "Prologue" sonnet, looking for clues about the plot, characters, and tone of the play.
- Compare The Gettysburg Address and the last scene of the play. Use the opening prologue quotation, connotations for the words civil, consecrate, and reconciliation. Apply your knowledge of both the Civil War and the social and political customs of Italian city-states.
- Revise and complete the anticipation guide you began before reading the play.
- In literature circles, discuss these questions from your pre-rearing activity:
  - Why are we reading Romeo and Juliet that is centuries old?
  - What value does the play hold for the modern teenager?
  - What does book mean in terms of how I think about my self, my family, my peers, my community, my country and humanity?
  - In your opinion what is the most valuable idea that can be taken from the play?
  - Cite an example from today that illustrates this idea. Write or graphically explain the connection between the modern-day example and the play.
  - Conduct a “Perfect Mate” survey with your parents or an adult you admire. Share results in class. Collect data. Share the survey findings with parents.
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## General Resources
- 50 Essential Lessons
- Jim Burke
- Lesson 9
- Visualize What You Read
- Lesson 13
- “Use the Language of Literary Analysis”
- Lesson 21
- “Craft an Effective Argument”
- Lesson 34
- Make an Effective Presentation
- Lesson 42
- “Write Likely Test Questions”

### Outline Notes
- Main Ideas and Details

### Narrative Profundity Scale
- [http://www.readinglady.com/mosaic/tools/Profundity%20Scale-Narrative%20from%20Jeff.pdf](http://www.readinglady.com/mosaic/tools/Profundity%20Scale-Narrative%20from%20Jeff.pdf)

### Sample End-of-Year Portfolio Cover Letter
- [http://www.englishcompanion.com/assignments/exemplars/sampleportfolioCover.html](http://www.englishcompanion.com/assignments/exemplars/sampleportfolioCover.html)

### Multimedia Presentation Resources
- 50 Essential Lessons
- Jim Burke
- Lesson 34
- “Make an Effective Presentation”

### Search the Web and Evaluate Web Sources
- [http://www.umuc.edu/library/guides/webEval.html](http://www.umuc.edu/library/guides/webEval.html)

### Power Point in the Classroom Tutorial

### Multimedia Presentation (Rubric)
- [http://www.bcps.net/~sullivan/moduleStips/rubrics_sec/multimedia.html](http://www.bcps.net/~sullivan/moduleStips/rubrics_sec/multimedia.html)

### Rubric For Multimedia Presentation-PowerPoint
- [http://www.spa.k12.pa.us/curtech/WEOPR/assesspp.htm](http://www.spa.k12.pa.us/curtech/WEOPR/assesspp.htm)

### Performance Task Assessment Multimedia
- [http://www.bcps.net/~sullivan/moduleStips/rubrics_sec/multimedia.html](http://www.bcps.net/~sullivan/moduleStips/rubrics_sec/multimedia.html)
To Kill a Mockingbird

A "You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it." (Atticus) 30

B "Shoot all the blue jays you want, if you can hit 'em, but remember it's

The Narrative

"To Kill a Mockingbird" is a classic American novel by Harper Lee, first published in 1960. It is a coming-of-age story set in the 1930s in the fictional town of Maycomb, Alabama. The novel explores themes of prejudice, discrimination, and moral growth through its protagonist, Scout Finch, and her brother Jem. The story is narrated from Scout's perspective, offering a unique insight into the complexities of a small-town society and the challenges faced by its inhabitants.

The Setting

Maycomb, Alabama, a small town in the Deep South, is the setting for the novel. The town is depicted as a place where prejudice and discrimination are rampant, particularly toward African Americans. The setting is crucial to the development of the story, as it provides a backdrop for the unfolding mysteries and conflicts.

The Characters

- Scout Finch: The narrator of the story, Scout is a curious, intelligent, and observant young girl who learns valuable lessons about life and society.
- Jem Finch: Scout's older brother, Jem is a thoughtful and sensitive boy who is fascinated by the world around him.
- Atticus Finch: The father of Scout and Jem, Atticus is a lawyer known for his integrity and his ability to see beyond the boundaries of race and class.
- Mr. Ewell: The impoverished and racist neighbor of the Finch family, Mr. Ewell is a figure of contempt and fear.

The Plot

The plot of "To Kill a Mockingbird" revolves around the trial of Tom Robinson, a black man falsely accused of raping a white woman. The novel explores the themes of racial injustice and the ugly realities of segregation and prejudice. The story is also about family, loyalty, and the importance of standing up for what is right.

The Themes

- Prejudice and Discrimination: The novel critically examines the consequences of prejudiced thinking and the importance of overcoming preconceived notions.
- Moral Development: The characters' growth is depicted through their experiences, challenges, and reflections on the world around them.
- Family and Loyalty: The strong bonds within the Finch family are a source of strength and resilience for Scout and Jem.

The Style

Harper Lee's writing is characterized by its simplicity and clarity, which allows readers to immerse themselves in the story and its characters. The narrative is told through Scout's eyes, providing a uniquely engaging and intimate perspective on the events unfolding.

In Conclusion

"To Kill a Mockingbird" is a timeless classic that continues to resonate with readers today. Its themes of prejudice, discrimination, and moral development are as relevant as ever, offering a powerful reminder of the importance of empathy, understanding, and the power of individual conscience.

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High School ELA Grade 9 Model Unit Planning Chart — Toolkit curriculum and planning resources.  v. 10.08

Revised April 2010
Unit 9.5  Contemporary Realistic Fiction, Novel  
To Kill a Mockingbird  
Harper Lee  
Term 2

**Dispositions Big Ideas/Themes Focus/Essential Questions**
- Go to a mockingbird. (Atticus)
- 90
- C Real courage "is when you know you're licked before you begin but you begin anyway and you see it through no matter what." (Atticus)
- 112
- D "Most people are [nice]. Scout, when you finally see them." (Atticus)
- 281
- E "There's a lot of ugly things in this world, son. I wish I could keep 'em all away from you. That's never possible."
- Atticus-Screen Play

**Quotations (continued)**
- To Kill a Mockingbird
- F "It was times like these when I thought my father was the greatest parent (person) who had never been to any wars, was the richest man who ever lived." (Scout), 100

**Literary Genre Focus Anchor Texts**
- Mockingbirds
- http://www.holoweb.com/opinion/northern.htm

**Teacher Instructional Resources**
- Film Study Guide for To Kill a Mockingbird - Seeing the Film Through the Lens of Media Literacy
- To Kill a Mockingbird Then and Now
- A 35th Anniversary Celebration
- Teacher Study Guide
- Think Quest Novel
- Teaching Prejudice 1930's Style
- http://www.davidclaudson.com/Mockingbird/moc
- Story.html

**In-Going Literacy Development**
- "What has Brown done for you?"
- Student Exemplars
- Feature News Article, 2007
- http://write.teachingmatters.org/mde/65131
- "Gangs of America"
- Student Exemplar, Editorial 2007
- http://write.teachingmatters.org/docs/2005

**ACT Persuasive Rubric**
- "Paragraph Essay Analytic Rubric Test.5.7.pdf
- Expository Writing Rubrics
- d.pdf
- Writing News Articles
- Heather Lattimer
- http://write.teachingmatters.org/about/features/examples/31
- Writing Editorials, Heather Lattimer
- http://write.teachingmatters.org/about/ethics/8
- Parts of an Editorial
- http://pulse.pharmacy.arizona.edu/11th_grade/i
- Documentary Language alphabetical order of elements
- http://pulse.pharmacy.arizona.edu/11th_grade/i
- Paraphrase-Write it in Your Own Words
- d.pdf

**Narrative Text**
- Student's Survivor Guide (Teacher Created) Vocabulary - http://www.eliatlanta.org/EliaDNATalk/EliaDNATalk
- Mockingbirds
- http://www.holoweb.com/opinion/northern.htm

**Persuasion News Editorial**
- statement/essay represents view of paper
- purpose
- share opinions, influence readers - force public officials to reconsider decisions - bring current issues to the readers' attention - suggest alternatives - evoke emotional response
- form and features
- factual information - takes a stand - employs persuasive techniques - uses signal words and phrases - anticipates counter arguments - avoids introduction, background information, position, usually three arguments, a counter argument, and a conclusion

**Persuasive Essay**
- Takes position on controversial issue
- Shows clear understanding of the issue
- Theses based on fact, evidence, or opinion
- Consistently supports stand with specific, logical reasons and relevant information
- Supports includes facts, examples, expert opinion, statistical evidence
- Responds to alternative arguments
- Evaluates implications and complications
- Uses - clear and logical - sequence of reasons and strong transitions - effective lead and closing argument

**Documentary Features**
- Analyzers real-world events in depth
- Focuses strictly on facts of events as known - headline poem selecting from text, poems, or quotations that you have read
- Avoids creator's own point of view or beliefs
- Uses literary, narrative, and media techniques

**Historical/Cultural Perspectives**
- Racial/gender equality
- stereotyping

**Reading, Listening/Viewing Strategies and Activities**
- Writing, Speaking, Expressing Strategies and Activities
- On-Going Literacy Development

**Instructional Activities**
- Academic Vocabulary List (Bunky)
- http://www.palmbeach.k12.fl.us/curriculum/ELA/c
- Cultural/EGOSCompassDoc/Atla
- http://www.eliaspanish.mde.org/Ear
- http://www.eliaspanish.mde.org/Ear
- Online Writing Lab
- http://www Essays Online Writing Lab
- http://www.michigan.gov/document
- 87-23-08_246369_7.pdf

**Research Skills**
- note-taking
- summarizing
- paraphrasing
- [text cut-off]

**ACT College Readiness Standards**
- English Analyze text for
- ▪ Topic Development in Terms of Purpose and Focus
- ▪ Organization, Unity, and Coherence
- ▪ Word Choice in Terms of Style, Tone, and Economy
- ▪ Sentence Structure and Conventions
- ▪ Supporting Details
- ▪ In small groups, use the "How to Read a Poem" activity to listen to or read the unit linking poems and the response, "The Death of Emmett Till.
- ▪ Address the question, "Can one person make a difference?" in a short journal entry.
- ▪ In groups create, a found poem or headline poem selecting from text, poems, or quotations that you have read in the unit.

**Journal Entries**
- Using a Venn diagram, compare the words bias and perspective; tolerance and equality.
- Paraphrase three unit quotations that you found significant.
- Create a data web of recent articles related to social injustice or social prejudice in today's world.
- ▪ What is the most valuable idea that can be taken from this documentary?
- ▪ Support your answer with examples from today and why it is still important.

**Storytelling, Oral and Written**
- ▪ Academic Vocabulary List (Bunky)
- ▪ Online Writing Lab
- ▪ Write to describe the elements of film in a favorite movie; use specialized vocabulary.

**Additional MDE Grammar Resource**
- "Power of Language" Module (ELA Companion Document)
- Part 1
- http://www.michigan.gov/document
- smalms/Module18632477.pdf

**ACT College Readiness Standards**
- English Analyze text for
- ▪ Main Ideas and Author's Approach
- ▪ Supporting Details
- ▪ Sequential, Comparative, and Cause-Effect Relationships
- ▪ Means of Words
- ▪ Generalizations and Conclusions

**Writing**
- ▪ Expresses Judgments
- ▪ Focused on the Topic
- ▪ Develops a Position
- ▪ Organizes Ideas

**Using Language Effectively - conventions (punctuation, usage, mechanics)
- ▪ vocabulary (precise, varied)
- ▪ sentence structure variety (vague, support meaning)
### Narrative Text

- **To Kill a Mockingbird**

#### Critical Perspectives
- **Before Reading**
  - Set a purpose for reading by reviewing the anticipation guide that you completed earlier in the unit.
  - Read to answer these questions:
    - Why are we reading the novel *To Kill a Mockingbird* today when it was written in the 1960’s?
    - What value does the book hold for the modern teenager?
    - What does the book mean in terms of how I think about myself, my family, my peers, my community, my country and humanity.

#### During Reading
- Read and analyze the novel using critical reading strategies. Use a teacher created study guide for each chapter to aid comprehension. See journal entries for suggested activities.
- Effective readers ask questions to clarify their thinking. The first chapter of any book can be confusing. Generate twenty questions you have after reading Chapter 1.
- After reading the first three chapters, in literature circles analyze and discuss:
  - the subject and main ideas
  - the context the story took place in (setting circumstances, events, the era, the historical or cultural context)
  - the intended audience and why this audience was targeted
  - the author’s purpose for writing the novel
  - tone used in the novel and why

#### Novel Study
- In a teacher directed lesson, analyze the passage in chapter 24 where Atticus learns that Tom has been killed (“The front door slammed… I want you to come out with me and help tell Helen.”) using the critical reading questions:
  - What does the text say?
  - What does it mean?
  - Why does it matter?
- Discuss this question: Do black Americans feel the same sense of hopelessness that Tom felt? If so, are these feelings justified?
- Contribute to a class list of themes that are evident throughout the novel as you read. Be able to support your contribution and discuss where those themes are reflected in other literature.

### Informational Text

- **To Kill a Mockingbird**

#### Anchor Texts
- **Declaration of Independence**
- **Poetic Form: Found Poem**

#### Background Information
- “Declaration of Independence”
- Found Poem

#### Linking Texts
- **“Declaration of Independence”**
- **Poetic Form: Found Poem**

#### Blending Genre, Altering Style: Writing Multigenre Papers
- Tom Romano
- [http://www.shield.net/campus/ahhs/academic/engl/Course/Multigenre_Research_Project.doc](http://www.shield.net/campus/ahhs/academic/engl/Course/Multigenre_Research_Project.doc)

#### Deeper Reading
- During Reading (continued)
  - In a teacher directed lesson, analyze the passage in chapter 24 where Atticus learns that Tom has been killed (“The front door slammed… I want you to come out with me and help tell Helen.”) using the critical reading questions:
    - What does the text say?
    - What does it mean?
    - Why does it matter?
- Discuss this question: Do black Americans feel the same sense of hopelessness that Tom felt? If so, are these feelings justified?
- Contribute to a class list of themes that are evident throughout the novel as you read. Be able to support your contribution and discuss where those themes are reflected in other literature.

#### Themes
- culture of the deep South in the 1930s
- facts and opinions
- logic
- authenticity
- editorial perspective
- writer’s tone, bias
- media’s influence on public opinion

#### Strategies and Activities
- **To Kill a Mockingbird**
  - After reading an assigned chapter, use one or more of the following sentence starters:
    - I don’t understand…
    - I noticed…
    - If I were…
    - I realized…

#### Deeper Reading
- Maintain a four column vocabulary chart for selected chapters. Read three or more sentences your teacher has given you from the chapter. Copy the sentence into the anticipation guide that you completed earlier in the unit.

#### Deeper Reading, p.70
- Set a purpose for reading by reviewing the anticipation guide that you completed earlier in the unit.

#### Deeper Reading, p.77
- As you read, construct a character analysis chart noting how each character changes in response to his or her experiences in the story (Jem, Scout, Dill, Boo, Atticus, Mrs. Dubois, Tom Robinson).
# Dispositions

### Big Ideas/Themes
- Focus/Essential Questions
- Literary Genre Focus
- Anchor Texts
- Linking Texts
- Teacher Instructional Resources

<table>
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<th>Focus/Essential Questions</th>
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## Narrative Text

### Reading, Listening/Viewing Strategies and Activities
- In literature circles discuss how Harper Lee might have been influenced by the Scottsboro Boys trial as she wrote *To Kill a Mockingbird*?
- **After Reading**
  - Write or graphically answer these questions from your pre-reading activity:
    - Why are we reading the novel *To Kill a Mockingbird* today when it was written in the 1960's?
    - What value does the book hold for the modern teenager?
    - What does book mean in terms of how I think about my myself, my family, my peers, my community, my country and humanity.
  - **Deeper Reading**, p.20,157

### Listening/Viewing
- Focus on active listening skills to improve conversation in group discussions; use a survey to evaluate improvement.
- View the PBS documentary using an advance organizer. In small groups, summarize the documentary, pose questions to clarify understanding.
- At the end of the unit, view Martin Luther King’s speech through a new lens. Write a literary response to the speech reflecting on your reaction to it today. Include new insights and any perceptions that may have changed as a result of this unit.

## Informational Text

### Writing, Speaking, Expressing Strategies and Activities
- Before reading Chapter 28, read the following list of words from the chapter, and write a short prediction of what will happen in this chapter.
  - dark, afraid, kitchen knife, “Run”, useless, kicking, dying, trembled, reeling, jerk backwards, dead
  - **Deeper Reading**, p.49

### On-Going Literacy Development
- Today Atticus is regarded as a hero. What actions or qualities do you consider to be heroic?
- Building on prior experience with the 6-word short story, summarize *To Kill a Mockingbird* in twelve words.

## Deeper Reading, p.20,157

### Writing to Demonstrate Learning Portfolio Reflection
- Write a portfolio reflection using one or more pieces from unit writing. Use the piece(s) to demonstrate your growth as a writer.

### Descriptive Essay
- Write to describe the role of women in the South during the 1930’s. Describe the impact they had on the story, *To Kill a Mockingbird*.

### Reflective Essay Options
- Franklin D. Roosevelt said, “The truth is found when men are free to pursue it.” Respond to this quotation in light of what you learned in this unit.
- Confucius, Thucydides, Benito Juarez, and Chief Joseph’s wisdom have carried down over the centuries. Read and analyze their quotations for meaning and value. Write a reflective essay connecting the quotations to specific pieces in this unit.

### Literary Analysis
- Select a class-generated theme from *To Kill a Mockingbird*. Discuss the importance of the theme to the book and why this theme is still relevant today.
  - **Deeper Reading**, p.160-63.

### Persuasive Essay Options
- What was Harper Lee’s purpose in writing *To Kill a Mockingbird*? In a persuasive essay, explain the purpose she may have had in mind. Use facts and details from the book to support your thesis. Cite specific passages. Use at least three quotations from the unit or novel. Discuss why this purpose is still relevant today and why Lee was deserving of the Medal of Freedom on November 5, 2007.
  - **Deeper Reading**, p. 165
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- **Persuasive Essay Options (continued)**
  - Write to persuade someone of the importance of basing attitudes on a wide range of knowledge and experience. Use unit quotations in your introduction, body and conclusion.

- **Expository Writing Options**
  - Write an expository essay answering the question “Who is Harper Lee?”
  - Write a “then and now” feature news article on current events. It should reflect the perspectives of the 1930s and today.
  - Write a persuasive news editorial for your school newspaper about a topic of importance to you.

- **Multigenre Report Culminating Piece**
  - Think about social injustice or social prejudice in today’s world. Identify one or more examples and propose a solution. Present in a multigenre project. Include an expository essay, a narrative account of one affected, a persuasive piece, feature news article, a letter to the editor, and a quotation.

- **Speaking**
  - Prepare a ten minute group presentation to discuss the importance of the theme to the novel and how it relates to a film and genre piece with the same theme. See Book club culminating Activity Deeper Reading, p. 121-22
  - Participate in literature circles and book club discussions by asking questions and sharing ideas and perspectives to improve communication skills.
  - Evaluate activities of literature circles or book clubs with peers. Identify group strengths and weaknesses using a rubric. Set goals for next unit.