

12 <sup>th</sup> Grade	Quarter 2 Curriculum Map	Weeks 1-9
<b>Introduction</b>		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p><b>By 2025,</b></p> <ul style="list-style-type: none"> <li>● <b>80% of our students will graduate from high school college or career ready</b></li> <li>● <b>90% of students will graduate on time</b></li> <li>● <b>100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</b></li> </ul> <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on <a href="#">page 3</a>).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the <a href="#">TN State Standards</a>, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including <a href="#">the instructional shifts</a>.</p>		
<b>How to Use the Curriculum Maps</b>		
<p>The curriculum map is meant to <b>support effective planning and instruction</b>; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the <a href="#">HS English Companion Guide</a> outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:</p> <ul style="list-style-type: none"> <li>● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The <a href="#">HS English Companion Guide</a> outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation.</li> <li>● HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually.</li> <li>● All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully.</li> <li>● The <a href="#">HS English Companion Guide</a> also outlines a “text talk” process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text.</li> <li>● The <a href="#">HS English Companion Guide</a> emphasizes that literacy instruction should <i>integrate</i> the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.</li> </ul>		

12 <sup>th</sup> Grade	Quarter 1 Curriculum Map	Weeks 1-9
<b>Guidance for ELA Lessons and Units</b>		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.</p> <p>The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as “Learning Targets.” Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		
<b>Guidance on Assessments and Tasks</b>		
<p>Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.</p> <ul style="list-style-type: none"> <li>• LearnZillion Guidebooks 2.0 (<a href="http://www.scsk12.learnzillion.com">www.scsk12.learnzillion.com</a> )</li> <li>• <a href="#">Facing History and Ourselves Teaching Strategies</a></li> <li>• <a href="#">EL Education Protocols</a></li> </ul> <p>Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: <a href="https://www.tn.gov/education/assessment/tcap-writing-rubrics.html">https://www.tn.gov/education/assessment/tcap-writing-rubrics.html</a></p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, <b>daily tasks</b> have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task</p> <p>The <b>culminating task</b> expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.</p> <p>To assess mastery at a deeper level of understanding, students may also complete <b>cold-read tasks</b>. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.</p> <p>Some units include an <b>extension task</b>. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus..</p>		

12 <sup>th</sup> Grade	Quarter 1 Curriculum Map	Weeks 1-9
<b>SCS Instructional Framework</b>		

*The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.*

*The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.*

#### **In our ELA classrooms, students will:**

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

#### **Effective ELA instruction requires research-based instructional practices which include:**

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

*Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.*

#### **ELA Coaching Guide**

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The [2017-18 Coaching Guide](#) can be found here. The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

HS ELA Resource Toolkit			
Literacy Shifts	Reading	Writing	Speaking and Listening
<ul style="list-style-type: none"> <li>• <a href="#">College- and Career-Ready Shifts in ELA / Literacy</a></li> <li>• <a href="#">Key Shifts in ELA</a></li> <li>• <a href="#">Using Evidence From the Text</a></li> <li>• <a href="#">Evidence Sentence Starters</a></li> <li>• <a href="#">Reading Complex Text</a></li> <li>• <a href="#">Close Reading</a></li> <li>• <a href="#">Text Complexity and Vocabulary Analysis</a></li> <li>• <a href="#">Close Reading Poetry</a></li> <li>• <a href="#">Determine a Deeper meaning of the text</a></li> <li>• <a href="#">How do the materials support all learners?</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Choice and Tone</a></li> <li>• <a href="#">Reading with Purpose and understanding</a></li> <li>• <a href="#">Reading with accuracy, rate, and expression</a></li> <li>• <a href="#">Annotating Text</a></li> <li>• <a href="#">Jigsaw</a></li> <li>• <a href="#">Notice and Note Signposts</a></li> <li>• <a href="#">SOAPstone</a></li> <li>• <a href="#">TP-CASST</a></li> <li>• <a href="#">Reading Log</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Opinion Writing</a></li> <li>• <a href="#">Argumentative Writing</a></li> <li>• <a href="#">Informational Writing</a></li> <li>• <a href="#">Narrative Writing</a></li> <li>• <a href="#">Parts of Speech</a></li> <li>• <a href="#">Verb and Pronoun Agreement</a></li> <li>• <a href="#">Capitalization and Punctuation</a></li> <li>• <a href="#">Sentence Structure</a></li> <li>• <a href="#">Tenses</a></li> <li>• <a href="#">Word Choice and Stone</a></li> <li>• <a href="#">Research Skills</a></li> <li>• <a href="#">Transitions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Discussion Reflection</a></li> <li>• <a href="#">Reading with accuracy, rate, and expression</a></li> <li>• <a href="#">Conversation Guide</a></li> <li>• <a href="#">Evidence Sentence Starters</a></li> <li>• <a href="#">Accountable Talk</a></li> <li>• <a href="#">Gallery Walk</a></li> <li>• <a href="#">Philosophical Chairs Debate</a></li> <li>• <a href="#">Student-led Discussions (Socratic Seminar, Fishbowl)</a></li> </ul>
Language	Vocabulary	Scaffolding	Differentiation
<ul style="list-style-type: none"> <li>• <a href="#">ACT Knowledge of Language Standards and Conventions of Standard English Grammar, Usage, and Punctuation</a></li> <li>• <a href="#">11<sup>th</sup> Grade Language Standard Expectations:</a></li> <li>• <a href="#">Grammar – Parts of Speech:</a></li> <li>• <a href="#">Grammar – Subject/Verb and Pronoun/Antecedent Agreement:</a></li> <li>• <a href="#">Grammar – Capitalization and Punctuation:</a></li> <li>• <a href="#">Grammar – Sentence Structure:</a></li> <li>• <a href="#">Grammar – Tenses:</a></li> <li>• <a href="#">Grammar – Word Choice,</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">15 Free Resources for Teaching High Frequency Vocabulary (TESOL)</a></li> <li>• <a href="#">Adlit.org – Improving Literacy Instruction in the Classroom</a></li> <li>• <a href="#">Vocabulary Based Activities for the High School Classroom</a></li> <li>• <a href="#">NEA Spelling and Vocabulary for Grades 9-12</a></li> <li>• <a href="#">Edutopia: Tips for Teaching Vocabulary</a></li> <li>• <a href="#">Effective Strategies for Teaching Vocabulary</a></li> <li>• <a href="#">Teaching Vocabulary Skills</a></li> <li>• <a href="#">Paper: Effective Vocabulary</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing and Grammar Interventions</a></li> <li>• <a href="#">Using Evidence from the Text</a></li> <li>• <a href="#">Research Skills</a></li> <li>• <a href="#">Reading with Purpose and Understanding</a></li> <li>• <a href="#">Reading with Accuracy, Rate, and Expression</a></li> <li>• <a href="#">Teaching Vocabulary in Context</a></li> <li>• <a href="#">20 Vocabulary Lesson Ideas</a></li> <li>• <a href="#">Complete ACT Grammar and Punctuation Rules</a></li> <li>• <a href="#">Grammar Exercises at MyEnglishGrammar</a></li> <li>• <a href="#">GrammarBook.com – English Grammar Rules</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing and Grammar Interventions</a></li> <li>• <a href="#">Using Evidence from the Text</a></li> <li>• <a href="#">OTHER/ESL: Duolingo</a></li> <li>• <a href="#">ESL/ELL Resources to Succeed in School</a></li> <li>• <a href="#">50 Essential Sources for ESL Students</a></li> <li>• <a href="#">43 Excellent Resources for ESL Students</a></li> <li>• <a href="#">Reading Rockets – Teaching Vocabulary</a></li> <li>• <a href="#">Grammar Alive: pdf book text (includes resource for non-native speakers)</a></li> <li>• <a href="#">Perfect English Grammar</a></li> </ul>

<p><u>Tone, Style:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Basic Grammar Guide</a></li> <li>• <a href="#">Capella University – Grammar Handbook</a></li> <li>• <a href="#">Grammar Alive – pdf book text</a></li> <li>• <a href="#">Purdue Writing Lab – Grammar Exercises</a></li> <li>• <a href="#">Grammar Exercises at ChompChomp</a></li> <li>• <a href="#">Merriam Webster Online Dictionary</a></li> <li>• <a href="#">Merriam Webster – Word of the Day</a></li> <li>• <a href="#">Merriam Webster – Grammar Check</a></li> </ul>	<p><u>Instruction</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Paper: A “word” about Vocabulary Considerations Packets</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Merriam Webster: 8 Grammar Terms You Knew But Forgot</a></li> <li>• <a href="#">Basic English Grammar Rules with Example Sentences</a></li> </ul>	
Intervention/ Remediation	ACT/ PSAT	State and District Resources	Other Resources
<ul style="list-style-type: none"> <li>• <a href="#">RTI</a></li> <li>• <a href="#">Student Supports</a></li> <li>• <a href="#">Dropout Prevention</a></li> <li>• <a href="#">Remediation Strategies</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">TDOE ACT and SAT Resources –</a></li> <li>• <a href="#">ACT Standards Connections</a></li> <li>• <a href="#">ACT ELA Readiness Writing Standards</a></li> <li>• <a href="#">ACT Reading Standards</a></li> <li>• <a href="#">ACT English Standards</a></li> <li>• <a href="#">ACT/SAT Prep</a></li> <li>• <a href="#">Khan Academy-SAT</a></li> <li>• <a href="#">Official ACT Practice Tests</a></li> <li>• <a href="#">Power Score</a></li> <li>• <a href="#">SAT Connections-</a></li> <li>• <a href="#">SAT Teacher Implementation Guide</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">State Standards</a></li> <li>• <a href="#">State Blueprint</a></li> <li>• <a href="#">Writing Rubrics</a></li> <li>• <a href="#">TNReady Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Edugoodies</a></li> <li>• <a href="#">Clever</a></li> <li>• <a href="#">Learnzillion Resources</a></li> <li>• <a href="#">Discovery Education</a></li> <li>• <a href="#">Schoology</a></li> <li>• <a href="#">TedED</a></li> <li>• <a href="#">Classroom Management</a></li> <li>• <a href="#">Edutopia</a></li> </ul>

12 <sup>th</sup> Grade At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>A Hero's Journey</i>	Excerpts from <u>The Hero with a Thousand Faces</u> by Joseph Campbell	Social Studies, Anglo-Saxon Period
2	4 weeks	<i>Canterbury Tales</i>	"Prologue" to <i>The Canterbury Tales</i> by Geoffrey Chaucer	Social Studies, Medieval Period
2	5 weeks	<i>Gulliver's Travels</i>	<i>Gulliver's Travels</i> by Jonathan Swift	Social Studies, Government
3	9 weeks	<i>Researching Multiple Perspectives to Develop a Position</i>	<i>Guns, Germs, and Steel</i> by Jared Diamond	Research
4	9 weeks	<i>Modernism</i>	Excerpts from <u>Hard Times</u> by Charles Dickens	Social Studies, 20 <sup>th</sup> Century British History

### Social Emotional Learning

Central to the HS ELA curriculum, is a focus on students becoming effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, patience, self-management, responsibility, perseverance, collaboration); becoming ethical people, treating others well and standing up for what is right (e.g., morality, justice, empathy, integrity, respect, compassion); and working to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In the 12<sup>th</sup> grade, students focus on analyzing multiple perspectives on a single topic. Students explore leadership, religion, social issues, and public education in the units of study as outlined in the grade 12 ELA scope and sequence.

You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are highlighted in blue. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.

## Grade 12

4 Weeks

**Unit Overview**

Students learn how the stereotypes and characterization of Chaucer’s pilgrims reflect his views of religious corruption and social boundaries in the medieval period. *They will consider how the themes reflected in the general Prologue carry over to the tales told by the pilgrims and whether the morals of the tales are universal and applicable to the modern world.*

Additional guidance for this unit can be found here: <http://bit.ly/CanterburyTalesDoc>

**Essential Questions:**

What motivates an author’s choices that lead to the development of themes?

How does the use of language, irony, and characterization convey political and social views of the time period?

How does Chaucer use the individual tales to develop the major themes of the entire work?

*What role does social status have on society’s perception of an individual?*

What is the significance of a “frame story”?

**Anchor Text**

“Prologue” to *The Canterbury Tales*

by Geoffrey Chaucer, translated by Nevill Coghill (NP), p. 97

**Qualitative Analysis**

Anchor Text Complexity Analysis

- Meaning: Moderately Complex
- Text Structure: Very Complex
- Language Features: Very Complex
- Knowledge Demands: Moderately Complex

This text requires some knowledge of the historical context of the text. The text also uses complex sentences and sophisticated vocabulary that will need to be addressed throughout the reading.

**Related Texts/ Anchor Text Connection**

**Build Knowledge:** The texts (print and non-print) listed below build student knowledge around the topic (Chaucer, Medieval Literature, etc.) to make the anchor text accessible for students.

Informational Text

- “Literary History: Chaucer’s World” (p. 90)
- “Geoffrey Chaucer” (p. 92)
- “Chaucer’s Sharp Eye for Dress” (p. 94)
- “Geoffrey Chaucer: Father of English Literature” (p. 122)

**Make Connections:** The texts listed below provide students with the opportunity to analyze multiple texts for common messages/purposes, make thematic connections across texts, and prepare for the End-of-unit assessment.

Literary Text

- from “*The Pardoner’s Tale*” by Geoffrey Chaucer, translated by Nevill Coghill (p. 125), NP

- “*The Wife of Bath’s Tale*” by Geoffrey Chaucer, translated by Nevill Coghill (p. 138), NP
- from *The Decameron* by Giovanni Boccaccio (p. 158)

#### Informational Text

- “The Pardoner’s Tale and The Canterbury Tales and Death Warrant” by Robin Wharton
- “6 Ways Greed Keeps You Poor” by Paul Michael (960L)
- “Why Greed Begets More Greed” by Michael I. Norton (1150L)
- “Greed and Hustle Have Become Virtues” by Bruce E. Levine (1260L)
- “Watch out for scammers looking for money—not love—online” (Video Clip)
- “Trumping Toward Canterbury: Examining the Donald’s Parallels to Chaucer’s Deceitful Character, The Pardoner by Andrew Rabin (1320L)
- “*Giovanni Boccaccio*” (p. 157)

#### **End-of-Unit Assessment:**

Analyze how Chaucer’s choices as an author lead to the development of multiple themes in The Canterbury Tales. (Note: Refer to literary criticism to provide necessary support.) Write an argumentative essay that determines two or more themes of The Canterbury Tales and makes claims as to how Chaucer’s choices develop those themes, using valid reasoning and relevant and sufficient evidence.

#### **Unit Outcomes: Grade Level Standards Addressed**

##### **Reading: Literature**

11-12.RL.KID.1, 11-12.RL.KID.2, 11-12.RL.KID.3, 11-12.RL.CS.4, 11-12.RL.CS.5, 11-12.RL.CS.6, 11-12.RL.IKI.9, 12.RL.RRTC.10

##### **Reading: Informational Texts**

11-12.RI.KID.1, 11-12.RI.IKI.7, 12.RI.RRTC.10

##### **Writing**

11-12.W.TTP.1, 11-12.W.TTP.3, 11-12.W.PDW.4, 11-12.W.PDW.5, 11-12.W.PDW.6, 11-12.W.RBPK.7, 11-12.W.RBPK.9, 11-12.W.RW.10

##### **Speaking and Listening**

11-12.SL.CC.1, 11-12.SL.CC.2

##### **Language**

11-12.L.CSE.1, 11-12.L.CSE.2, 11-12.L.KL.3, 11-12.L.VAU.6

October 21, 2019- October 25, 2019

#### **Instructional Focus**

##### **Reading: Literature**

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.CS.6	Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.
12.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.
<b>Reading Informational Text</b>	
11-12.RI.KID.1	Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
12.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
<b>Writing</b>	
11-12.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products utilizing ongoing feedback, including new arguments and information.
11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
<b>Language</b>	
11-12.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Speaking &amp; Listening</b>	
11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>Lesson 1</b>	<b>Instructional Plan</b>
High-Quality Text(s):	Guiding Question: What motivates an author's choices that lead to the development of themes?

<p><b>“Literary History: Chaucer’s World” (p. 90)</b></p> <p><b>“Geoffrey Chaucer” (p. 92)</b></p> <p><b>“Chaucer’s Sharp Eye for Dress” (p. 94)</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read informational text about Chaucer and the world in which he lived while writing the anchor text. (12.RI.KID.1)</li> <li>• Understand how Chaucer’s views of society impact his choices that lead to the text’s overall meaning. (11-12.RL.KID.3)</li> <li>• Analyze a variety of related nonfiction texts to build understanding of the time period. (12.RI.RRTC.10)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students read “Literary History: Chaucer’s World” (Textbook, page 90). Then students should engage in a discussion guided by the Comprehension and Collaboration section on page 91.</li> <li>• Have students read “Geoffrey Chaucer” (Textbook, page 92) and “Chaucer’s Sharp Eye for Dress” (Textbook, page 94). Students should complete the “Biography” Handout from Unit 1 Resources (See TE page 92d) as they read Chaucer’s biography.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b><i>Literary History: Chaucer’s World</i></b></p> <ul style="list-style-type: none"> <li>• What different kinds of people make up our society today? Identify six types and build a character that matches each.</li> <li>• In what ways might many of these individuals break the stereotype they outwardly appear to fit?</li> <li>• What kind of tale might each character tell?</li> </ul> <p><b><i>Geoffrey Chaucer</i></b></p> <ul style="list-style-type: none"> <li>• What life experiences gave Chaucer the material he needed to create a variety of characters in <i>Canterbury Tales</i>?</li> <li>• Did Chaucer speak any languages other than English? What in the text provides evidence for your conclusion?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>Based on their reading, have students respond to the question: How does literature shape or reflect society?</p>
<p><b>Lesson 2</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High-Quality Text(s):</u></p> <p><b>“Prologue” to <i>The Canterbury Tales</i></b> by Geoffrey Chaucer, translated by Nevill Coghill (p. 97)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> </ul>	<p><u>Guiding Questions:</u> What is the speaker’s attitude toward the various classes of pilgrims based on the language he uses to describe them? How does the author’s use of language, irony, and characterization lead to the themes developed in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Identify how the author’s choices lead to the development of multiple themes. (11-12.RL.KID.2)</li> <li>• Understand how Chaucer’s views of society impact his choices that lead to the text’s overall meaning. (11-12.RL.KID.3)</li> </ul>

<ul style="list-style-type: none"> <li>• Pen/paper</li> <li>• Copies of the graphic organizer for students – or students can create their own on notebook paper.</li> <li>• Copies of the TDQs for each group to provide as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze key phrases in the anchor text to identify multiple meanings as comparison or irony. (11-12.RL.CS.4)</li> <li>• Determine Chaucer’s point of view by analyzing what is directly stated in texts and what is implied. (11-12.RL.KID.1, 11-12.RL.CS.6)</li> <li>• Participate in small-group discussions to build others’ ideas and express ideas clearly and persuasively. (11-12.SL.CC.1)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Review the Literary Analysis on p. 95, using the Think Aloud to model how students should analyze Chaucer’s characterization of his players.</li> <li>• Use the Reading Strategy on page 95 of the textbook with students to unpack the first sentence. Explain that this questioning strategy can be used to build comprehension of difficult passages in small chunks before putting the ideas together to write a summary.</li> <li>• Introduce the five-column graphic that students will use to guide their reading of the text. The column headings are: (1) pilgrim name, (2) class/occupation, (3) physical description, (4) contrasts with, and (5) fulfills or contradicts role.</li> <li>• Instruct students to determine the class of pilgrim for each description (feudal, religious, middle class).</li> <li>• Ask students to use the graphic organizer to trace how Chaucer develops, contrasts, and emphasizes variations in the three basic classes of people described in the Prologue to The Canterbury Tales.</li> <li>• Introduce the prologue by playing the audio version of the text (included with the textbook) as students read along through line 100. Ask students to summarize the introduction the prologue verbally to get the gist of the framework for the story.</li> <li>• Have students jigsaw the remainder of the Prologue by dividing them into groups. (To learn more about this strategy, visit this link: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>)</li> <li>• Assign each student to a "Home Group" of 3-5 students who reflect a range of reading abilities and who will read the same section of the anchor text.</li> <li>• Each group will begin in their “Home Groups” by reading the text for their pilgrims and completing the graphic organizer cooperatively while discussing the characterization. Remind students that "Home Group" members are responsible for learning all content from one another. <ul style="list-style-type: none"> <li>○ Group One: the Yeoman, the Nun, the Monk, the Friar</li> <li>○ Group Two: the Merchant, the Oxford Cleric, the Sergeant at the Law, the Franklin</li> <li>○ Group Three: the Cook, the Skipper, and the Doctor, the Woman from Bath</li> <li>○ Group Four: the Parson, the Plowman, and the Miller</li> <li>○ Group Five: the Manciple, the Reeve, the Summoner, and the Pardoner, the Host</li> </ul> </li> <li>• Students should work to complete the graphic organizer as they read. Provide the TDQs/TSQs for groups who need more scaffolding or are struggling to identify the key elements of their assigned text. (See below.)</li> </ul>
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- Create "Expert Groups" that consist of students across "Home Groups" who will read the same selection.
- Have "Expert Groups" convene and discuss how Chaucer describes the pilgrims.
  - What specific words are used in a description of a pilgrim that convey how Chaucer feels about that type of person?
  - What examples of irony lead to the development of a theme in the Prologue? (Use this helpful source for students who need scaffolding. The section on irony, particularly paragraph 3 might be helpful: <http://neoenglishsystem.blogspot.com/2010/09/humour-satire-and-irony-in-prologue.html>)
  - Which character does Chaucer seem to admire and describe positively? Which character seems to cause Chaucer to be disgusted to the point that the writer wants to portray him or her in a very negative light?
- As a whole group, have the students use evidence discussed in the "Expert Groups" discussion to determine a theme for the Prologue. Themes should be shared in a complete sentence and not be text-specific.

Text-Dependent/Text-Specific Questions (Sample)

Provide these questions as needed to guide groups to comprehending the complex text.

- Group One: the Yeoman, the Nun, the Monk, the Friar
  - Look up Yeoman in the dictionary and write the definition here (not the definition in the textbook):
  - What kinds of things does the Yeoman have with him? What do you think he does with those things?
  - The Prioress Nun is not what one might expect in several ways. Find 5 characteristics in her looks, actions, etc. that are not what one would expect for a nun.
  - Looking in a dictionary (not the textbook) write all the definitions for "wanton".
  - The monk was a member of one of "The Four Orders." What does this suggest? How did he really bring in money for his order?
  - What does "He'd fixed up many a marriage, giving each of his young women what he could afford her," imply about him?
  - Why was the monk so popular with the "city dames of honor"?
  - What was stuffed in the monk's tippet and why?
  - What's surprising about the type of people the monk knew best?
- Group Two: the Merchant, the Oxford Cleric, the Sergeant at the Law, the Franklin
  - What can you infer about the Merchant from the description of his clothes? Is that inference confirmed or refuted in the lines that follow?
  - What can you infer from the picture on p. 104 about the Oxford Cleric's style of living? List 3 details supporting your conclusion.
  - The term "Sergeant at the Law" referred to a member of a small, chosen group of lawyers--one who had at least sixteen year's experience, was the King's legal servant, acted as judge, and was an eminent member of profession. In Chaucer's day there were about 20 in this exclusive group. Is the Sergeant at

the Law in the Prologue skillful and competent? Support your answer with 3 examples of evidence.

- What were the greatest sources of pleasure for the Franklin?
- Group Three: the Cook, the Skipper, and the Doctor, the Woman from Bath
  - What is the cook's one unappealing characteristic?
  - How might this alter his effectiveness as a cook?
  - What can you infer about the Skipper's riding ability from line 400? Why do you think his riding ability is what it is?
  - How good was the Skipper at his craft? How do you know?
  - How does this Doctor seem different from modern doctors?
  - What is an apothecary? What deceit or sly trick is going on between the Doctor and the apothecaries?
  - Describe the looks and clothing of the Woman/Wife from Bath.
  - What might the Wife of Bath be looking for on this journey?
- Group Four: the Parson, the Plowman, and the Miller
  - How is the Parson different from the other church People Chaucer describes? Give 4 examples to support your claim.
  - What did the Plowman carry in a cart? What kind of worker is he?
  - How does the Plowman express his love for God?
  - What's the significance of his paying tithes on what he owns and his earnings?
  - What does the Plowman wear and ride?
  - How much did the Miller weigh? What did he look like and what did he wear?
  - How did the Miller display his strength?
  - What is a "wangler and a buffoon"? Find in dictionary.
  - What kind of stories did the Miller tell? What instrument did he play?
  - Where was he in the line of travelers?
- Group Five: the Manciple, the Reeve, the Summoner, and the Pardoner, the Host
  - How did the Manciple outsmart his employers? What is the narrator's attitude toward the Manciple outsmarting his employers?
  - What does the Reeve look like? What was his job and how well did he do it?
  - How had he grown rich and what did he do with his money?
  - What was he wearing and what did he ride?
  - Where was he in the line of travelers?
  - Why didn't the Miller and Reeve ride together?
  - What did the Summoner's face look like? What was his breath like?
  - What does his being described as "lecherous as a sparrow" imply?
  - How smart was he and how do you know?
  - How did he "bring duress on any young fellow in the diocese"?

	<ul style="list-style-type: none"> <li>○ Put lines 689-690 in your own words.</li> <li>○ What does the Pardoner look like?</li> <li>○ What does his voice sound like? (speaking and singing)</li> <li>○ Put lines 709-711 in your own words.</li> <li>○ How does he make money?</li> <li>○ How does the narrator describe the Host?</li> <li>○ What sort of contest does the Host propose?</li> </ul> <p><u>Daily Writing Practice</u> As an Exit Ticket, have students write at least one thematic statement for the Prologue.</p>
<b>Lesson 3</b>	<b>Instructional Plan</b>
<p><u>High-Quality Text(s):</u></p> <p><b>“Prologue” to <i>The Canterbury Tales</i></b> by Geoffrey Chaucer, translated by Nevill Coghill (p. 97)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> How does the social class of each pilgrim influence how they are characterized?</p> <p><u>Learning Target(s):</u></p> <ul style="list-style-type: none"> <li>• Review the “Prologue” and discuss the impact of Chaucer’s characterization on theme. (11-12.RL.KID.2)</li> <li>• Determine what Chaucer infers about the characters through his use of understatement (litotes) and direct/indirect characterization. (RL.11-12.3, RL.11-12.6)</li> <li>• Write a narrative of a current event or description of a public figure using the techniques of Chaucer. (11-12.W.TTP.3)</li> <li>• Produce writing that is coherent and similar to Chaucer’s style. (11-12.W.PDW.4)</li> <li>• Revise first draft to strengthen word choice and double meanings. (11-12.W.PDW.5)</li> <li>• Use technology to publish narratives in order to receive peer feedback. (11-12.W.PDW.6)</li> <li>• Produce a narrative by using standard English grammar and usage, including capitalization and punctuation, while applying knowledge of how language functions in a different context by using academic language and phrases similar to Chaucer’s style. (11-12.L.CSE.1, 11-12.L.CSE.2, 11-12.L.KL.3, 11-12.L.VAU.6)</li> <li>• Participate in small-group discussions to build others’ ideas and express ideas clearly and persuasively. (11-12.SL.CC.1)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Guide students through a quick review of the previous lesson by highlighting key points on the graphic organizer.</li> <li>• Organize students into small groups. Give them one of the prompts below to discuss for about 5-7 minutes, then take about 2-3 minutes to debrief as a whole group. Then, follow that procedure with the remaining prompts. <ul style="list-style-type: none"> <li>○ Determine what Chaucer infers about the characters through his use of understatement (litotes) and direct/indirect characterization.</li> <li>○ How does the social class of each pilgrim influence how they are characterized?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ How do Chaucer’s choices and characterizations (including stereotypes and points of view) develop meaning in and influence the understanding of characters, themes, and messages conveyed through the tales?</li> <li>● After the discussion, have students work independently or with a partner to complete the Daily Writing Practice as an assessment.</li> </ul> <p><u>Text-Dependent /Text-Specific Question (Sample)</u> (Noted above for the small-group discussion.)</p> <p><u>Daily Writing Practice</u> Instruct students to write a narrative detailing a current event or description of a public figure using the techniques of Chaucer. Prompt students to mimic structure and figurative devices employed by Chaucer to engage the reader and to accurately describe the event or public figure. Students should use precise words to convey vivid images and demonstrate command of the conventions of standard English grammar in writing. If possible, have students post the narratives electronically for other students to evaluate and provide feedback. Allow students to then make revisions before finally publishing their narratives. (Students should at least complete a rough draft during this lesson but could continue to revise for homework over several days and submit for grading later.)</p>
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**October 28, 2019- November 1, 2019**

**Instructional Focus**

**Reading: Literature**

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

**Reading Informational Text**

11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.

**Writing**

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards

for reading to source materials.

11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

### Speaking & Listening

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.

Lesson 4	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><b>“The Pardoner’s Tale and The Canterbury Tales and Death Warrant”</b> by Robin Wharton</p> <p><b>“Geoffrey Chaucer: Father of English Literature”</b> (p. 122)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> <li>• Copies for students of p. 6-7 of The Pardoner’s Tale and The Canterbury Tales and Death Warrant” (class set or one per student)</li> <li>(Link: <a href="http://bit.ly/12thGradeTexts">http://bit.ly/12thGradeTexts</a>)</li> </ul>	<p><u>Guiding Question:</u> How does Chaucer use the individual tales to develop the major themes of the entire work? How are they examples of Chaucer’s social criticism?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read a blog that helps to establish the corruption that was becoming rampant within the church to build context for “The Pardoner’s Tale.” (11-12.RI.IK1.7)</li> <li>• Analyze how the characters featured in Chaucer’s tales are tools used to develop the theme and Chaucer’s social criticism. (11-12.RL.KID.3)</li> <li>• <a href="#">Discuss examples of how Chaucer is a social critic. (11-12.RL.CS.6, 11-12.SL.CC.2)</a></li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• In small groups, have students read the Critical Commentary on page 122 of the textbook. Students should interpret the message of the text and discuss guided by this question: In what ways does the Prologue show Chaucer being (In Chesterson’s words) “a novelist when there were no novels”? Explain.</li> <li>• Review the Literary Analysis information related to allegories on page 123.</li> <li>• In pairs, have students read the blog, “The Pardoner’s Tale and The Canterbury Tales and Death Warrant” by Robin Wharton. Students need to understand that this is a blog intended for students taking the college course. The professor correctly uses source citation to direct students to the original works studied in class.</li> <li>• <a href="#">After reading students should discuss how this text speaks to the idea of Chaucer as a social critic using the TDQs below.</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>“Geoffrey Chaucer: Father of English Literature”</b></p> <ul style="list-style-type: none"> <li>• In what ways does the Prologue show Chaucer being (In Chesterson’s words) “a novelist when there were no novels”? Explain.</li> </ul>

	<p><b><i>“The Pardoner’s Tale and The Canterbury Tales and Death Warrant”</i></b></p> <ul style="list-style-type: none"> <li>• Is the idea of blogging is a relatively new idea?</li> <li>• Are the ideas, messages, morals, etc. modern concerns?</li> <li>• Do people have the same or similar concerns today as they did during the time of the tales?</li> <li>• Why might the author of the blog have chosen to present his ideas using this modern tool?</li> <li>• Are the lessons from that time relevant today?</li> </ul> <p><u>Daily Writing Practice</u> As an Exit Ticket, have students answer this question in a paragraph or more: Does a tale of morality still ring true and have credibility when told by someone corrupt? Would Chaucer agree or disagree with your conclusion?</p>
<b>Lesson 5</b>	<b>Instructional Plan</b>
<p><u>High-Quality Text(s):</u> <b>from “The Pardoner’s Tale”</b> by Geoffrey Chaucer, translated by Nevill Coghill (p. 125), NP</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> How does Chaucer use the individual tales to develop the major themes of the entire work? How are they examples of Chaucer’s social criticism?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Analyze how the characters featured in Chaucer’s tales are tools used to develop the theme and Chaucer’s social criticism. (11-12.RL.KID.3)</li> <li>• Write answers to text-specific questions to build understanding of the framework for the rest of the text. (11-12.W.RW.10)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students listen to a reading of the “The Pardoner’s Prologue” to annotate and take note of the key ideas and evidence that lead to the themes.</li> <li>• Have student to complete the reading strategy as outline on page 126 to determine the “principal intent’ of the Pardoner’s sermons.</li> <li>• After completing the task on p. 126 independently, have students come together to discuss the Pardoner’s “principal intent”.</li> <li>• Next, students should reread the prologue and answer the TDQs in writing before convening with a group. The group should discuss each TDQ to set the framework for reading the tale in the next lesson.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>• What might the message of the tale be based on the prologue?</li> <li>• Going back to the character chart/graphic organizer from the previous week, are the actions of the Pardoner as expected based on the earlier data collected?</li> <li>• What evidence is there in the text to support your thinking?</li> </ul>

	<ul style="list-style-type: none"> <li>• On what topic does the Pardoner focus much of his discussion, and what could be the reasoning behind this?</li> <li>• What evidence from the text helps to reveal his true motives?</li> <li>• How does the Pardoner lay the groundwork for the theme he plans to present in his tale?</li> <li>• How does this theme support or contradict what you’ve learned about him through the Prologue to Canterbury Tales and through the “Prologue to the Pardoner’s Tale”?</li> <li>• Why might the presiding archbishop of Canterbury have been opposed to Chaucer’s characters and messages?</li> </ul> <p><u>Daily Writing Practice</u> Have students answer the TDQs, or some of the TDQs, in writing while reading independently to prepare for the group discussion.</p>
<b>Lesson 6</b>	<b>Instructional Plan</b>
<p><u>High-Quality Text(s):</u> <b>from “The Pardoner’s Tale”</b> by Geoffrey Chaucer, translated by Nevill Coghill (p. 125), NP</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> How does Chaucer use the individual tales to develop the major themes of the entire work? How are they examples of Chaucer’s social criticism?</p> <p><u>Learning Target(s)</u></p> <ul style="list-style-type: none"> <li>• Analyze how the characters featured in Chaucer’s tales are tools used to develop the theme and Chaucer’s social criticism. (11-12.RL.KID.3)</li> <li>• Examine how Chaucer satirizes greed. (RL.11-12.6)</li> <li>• Write answers to text-specific questions to build understanding of the framework for the rest of the text. (11-12.W.RW.10)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students listen to a reading of the “The Pardoner’s Tale” to annotate and take note of the key ideas and evidence that lead to the themes.</li> <li>• Next, students should reread the tale and answer the TDQs in writing before convening with a group. The group should discuss each TDQ and examine how Chaucer satirizes greed.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>• How does the Pardoner lay the groundwork for the theme he plans to present in his tale?</li> <li>• How does this theme support or contradict what you’ve learned about him through the Prologue to The Canterbury Tales and through the Prologue to the Pardoner’s Tale”?</li> <li>• How does the character introduce his story through his prologue?</li> <li>• How does Chaucer use irony and repetition in the way the Pardoner introduces his tale?</li> <li>• How does the character of the Pardoner and the moral he attempts to teach the pilgrims relate to Chaucer’s</li> </ul>

	<p>social/moral commentary via the characters in the tale and the Pardoner himself?</p> <ul style="list-style-type: none"> <li>• What impact does greed have on characters in “The Pardoner’s Tale”?</li> <li>• How does Chaucer satirize greed?</li> <li>• Would the Pardoner heed his own story?</li> <li>• On what topic does the Pardoner focus much of his discussion, and what could be the reasoning behind this?</li> </ul> <p><u>Daily Writing Practice</u> Have students answer the TDQs, or some of the TDQs, in writing while reading independently to prepare for the group discussion.</p>
<b>Lesson 7</b>	<b>Instructional Plan</b>
<p><u>High-Quality Text(s):</u></p> <p>from <b>“The Pardoner’s Tale”</b> by Geoffrey Chaucer, translated by Nevill Coghill (p. 125), NP</p> <p><b>“6 Ways Greed Keeps You Poor”</b> by Paul Michael (960L)</p> <p><b>“Why Greed Begets More Greed”</b> by Michael I. Norton (1150L)</p> <p><b>“Greed and Hustle Have Become Virtues”</b> by Bruce E. Levine (1260L)</p> <p><b>Watch out for scammers looking for money—not love—online</b> (Video Clip)</p> <p><b>“Trumping Toward Canterbury: Examining the Donald’s Parallels to Chaucer’s Deceitful Character, The Pardoner</b> by Andrew Rabin (1320L)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> </ul>	<p><u>Guiding Question:</u> How is the greed described in <i>Canterbury Tales</i> relevant to American society today?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Evaluate the topic of “greed” in multiple diverse formats and media. (11-12.RI.IKI.7)</li> <li>• Write an argument to support claims in an analysis of “greed” then and now. (11-12.W.TTP.1)</li> <li>• Conduct and write short research paper, synthesizing multiple sources on the subject. (11-12.W.RBPK.7)</li> <li>• Support and defend claims with evidence found in text. (11-12.W.RBPK.9)</li> <li>• Participate in group discussion of “greed”, building on others’ ideas and expressing your own clearly and persuasively. (11-12.SL.CC.1)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Hook: Show students the video from the series on CNBC called “American Greed.” The clip is called <i>Watch out for scammers looking for money—not love—online</i>, linked here: <a href="https://www.cnn.com/video/2017/08/25/watch-out-for-scammers-looking-for-money-not-love-online.html">https://www.cnn.com/video/2017/08/25/watch-out-for-scammers-looking-for-money-not-love-online.html</a>.</li> <li>• <u>Take a class poll for this question:</u> How many students are surprised that the woman who found love online was victim to a money scam? Record the percentage of students or number of votes out of total number of students.</li> <li>• Distribute copies of <i>“Greed and Hustle Have Become Virtues”</i> to students. Have each read the article independently to get the gist.</li> <li>• <u>Take a class poll for this question:</u> How many of you agree that “Greed is now normal in our increasingly “money-centric” society?”</li> <li>• <u>Take a class poll for this question:</u> How many of you agree with President Obama and “don’t begrudge people success or wealth”?</li> <li>• Distribute copies of <i>Why Greed Begets More Greed</i> and <i>6 Ways Greed Keeps You Poor</i>. Use class-level data to determine which students would benefit from reading the article with the lower Lexile and which students would benefit from reading the article with the higher Lexile. Give students about 10-15 minutes to read the entire</li> </ul>

<ul style="list-style-type: none"> <li>• Pen/paper</li> <li>• Create class sets of each text. Copy separately – not as a packet.</li> </ul>	<p>article independently. While reading, have students review the document and mark the sentence, the phrase, and the word(s) that you think are particularly important. It can be helpful to number the paragraphs or pages. (If using class sets of articles, have students make these notes on notebook paper to bring to the small group discussion.)</p> <ul style="list-style-type: none"> <li>• Divide students into groups of 4, with two students having read <i>Why Greed Begets More Greed</i> and two students having read <i>6 Ways Greed Keeps You Poor</i>. Students will assimilate knowledge from both articles through discussion.</li> <li>• For the discussion, have students complete the Text-Rendering Protocol, described here: <a href="http://schoolreforminitiative.org/doc/text_rendering.pdf">http://schoolreforminitiative.org/doc/text_rendering.pdf</a>.</li> <li>• Provide closure to the activity by having all students stand in a circle. Go around the circle having each student share out their one word that is most significant from the assigned article.</li> <li>• <u>Take a class poll for this question:</u> Who thinks it’s in our best interest to remain “money-centric”?</li> <li>• <u>Take a class poll for this question:</u> Who here agrees that the greed described in these modern articles aligns with the greed that Chaucer criticized in his tales?</li> <li>• Teacher should take the last word and summarize ideas that students shared about greed.</li> <li>• Have students return to their seats and take out pen/paper for a writing task. Distribute copies of the <i>Trumping Toward Canterbury</i> article. Students will need pen/paper for a writing task.</li> <li>• Display the task on the board and allow students at least 40 minutes to write a response.</li> <li>• Take up written responses for an assessment grade.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Not applicable for this lesson. Questions used to poll students should demonstrate critical thinking, from the question about the video that will reveal students’ predisposition to the last two poll questions that check for a change in thinking and relay the knowledge gained back to the Chaucer tale.</p> <p><u>Daily Writing Task</u> Students will write an essay responding to this ACT-aligned prompt.</p> <p>Write a unified, coherent essay in which you evaluate the comparison of President Trump to Chaucer’s character of The Pardoner. Is the comparison fair? Would Chaucer agree with the descriptions and examples in the article? Use evidence from both the article and the tale to support your argument. In your essay, be sure to:</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate the perspectives given on the characters and on greed.</li> <li>• State and develop Chaucer’s perspective on the issue.</li> <li>• Explain the relationship between Chaucer’s perspective and those given in the article.</li> </ul>
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## November 4, 2019- November 6, 2019

**Instructional Focus****Reading: Literature**

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- 11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of the text contribute to its overall structure, meaning, and aesthetic impact.
- 11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.
- 11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

**Writing**

- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

**Speaking & Listening**

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 8	Instructional Plan
<p>High-Quality Text(s):</p> <p><i>“The Wife of Bath’s Tale”</i> by Geoffrey Chaucer, translated by Nevill Coghill (p. 138), NP</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>Pearson English IV textbook</li> <li>Pen/paper</li> </ul>	<p><u>Guiding Question:</u> What is the impact of Chaucer’s choices on meaning or themes of the tale?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Evaluate whether the tale meets the goals of being entertaining and presenting a good moral. (11-12.RL.KID.1)</li> <li>Compare the interior story to the frame story to determine Chaucer’s impact on the tale. (11-12.RL.CS.5)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Have students read/listen to “The Wife of Bath’s Tale” independently. Then have them identify phrases that (1) contribute to the entertaining nature of the tale and (2) present the moral.</li> <li>Then have students form small groups and answer the text-dependent questions in writing.</li> <li>Close the lesson with the Exit Ticket.</li> </ul>

	<p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>• What punishment does the king initially order for the knight?</li> <li>• What character flaw is the tale-within-a-tale of Midas’s wife meant to illustrate?</li> <li>• What bargain does the knight make with the old woman?</li> <li>• What final choice does the old woman offer the knight? In what way does his response show that he has finally learned his lesson about the nature of women?</li> <li>• By discussing self-same sovereignty, was Chaucer reflecting or trying to influence social trends? In responding, use at least two of these words: <i>parity, independence, reciprocate</i>.</li> </ul> <p><u>Daily Writing Practice</u> As an Exit Ticket, students should write a multi-paragraph essay answering the Guiding Question: <i>What is the impact of Chaucer’s choices on meaning or themes of the tale?</i></p>
<b>Lesson 9</b>	<b>Instructional Plan</b>
<p><u>High-Quality Text(s):</u></p> <p><i>“The Wife of Bath’s Tale”</i> by Geoffrey Chaucer, translated by Nevill Coghill (p. 138), NP</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> How does Chaucer develop the identified themes in the tale?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Evaluate whether the tale meets the goals of being entertaining and presenting a good moral. (11-12.RL.KID.1)</li> <li>• Identify multiple themes in Chaucer’s tale. (11-12.RL.KID.2)</li> <li>• Examine the impact of Chaucer’s choices on meaning or themes of the tale. (11-12.RL.KID.3)</li> <li>• Engage in a close reading of the crone’s defense of gentility in order to make the connection between gentility of noble birth and gentility of character. (11-12.RL.CS.6)</li> <li>• <a href="#">Discuss Chaucer’s tale in small groups. (11-12.SL.CC.1)</a></li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students review “The Wife of Bath’s Tale” independently.</li> <li>• Then have students form small groups and answer the text-dependent questions listed below in writing.</li> <li>• In small groups, instruct students to use their annotations to analyze the development of the moral over the course of the tale. Use these guiding questions to scaffold the discussion: <ul style="list-style-type: none"> <li>○ How does Chaucer use digressions and first person observations to establish the wife of bath’s narrative voice?</li> <li>○ How does this structure reinforce a theme of the tale?</li> <li>○ What is the aesthetic impact of Chaucer’s decision to end the tale in the way he does?</li> </ul> </li> </ul>

	<p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>• How does Chaucer use the old crone in this tale?</li> <li>• How does he interact with the wife of bath, the knight, and the moral of the tale?</li> <li>• How does Chaucer further use this character to contextualize the moral at the end of tale?</li> <li>• What is the impact of Chaucer’s choices on meaning or themes of the tale?</li> <li>• Identify a theme from the Prologue that is developed in the crone’s speech on gentility in “The Wife of Bath’s Tale” (e.g., idea of an emerging middle class).</li> <li>• How does Chaucer develop the identified theme in the tale?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>As an Exit Ticket, students should write a multi-paragraph essay answering the Guiding Question: <i>How does Chaucer develop the identified themes in the tale?</i></p>
<b>Lesson 10 (Extension)</b>	<b>Instructional Plan</b>
<p><u>High-Quality Text(s):</u></p> <p><b>from “The Pardoner’s Tale”</b> by Geoffrey Chaucer, translated by Nevill Coghill (p. 125), NP</p> <p><b>“The Wife of Bath’s Tale”</b> by Geoffrey Chaucer, translated by Nevill Coghill (p. 138), NP</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> How does Chaucer use the individual tales to develop the major themes of the entire work? How are they examples of Chaucer’s social criticism?</p> <p><u>Learning Target(s)</u></p> <ul style="list-style-type: none"> <li>• Examine how Chaucer’s tales are tools used to develop the theme and Chaucer’s social criticism. (11-12.RL.IK1.9)</li> <li>• Craft an argumentative essay that includes a logical organization of claims, counterclaims, reasons, and evidence. (11-12.W.TTP.1)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students read p. 153 of the textbook and discuss the writing task that is presented.</li> <li>• Instruct students to engage in the timed writing task that asks students to evaluate a critique on Chaucer’s purpose, using this prompt: <ul style="list-style-type: none"> <li>○ <i>Do you agree or disagree with Condren’s take on Chaucer? Do you, too, believe that the poet’s main intent was to capture life in all its teeming glory, or do you suspect that he had an agenda of reform or censure? Write an argumentative essay in which you evaluate Condren’s view and state your own judgement about Chaucer’s purpose, supporting your claims with evidence from the texts.</i></li> </ul> </li> <li>• Students should follow all directions and procedures outlined on p. 153.</li> <li>• Students should share their response with a peer/peers for feedback.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>N/A – Timed Writing Assessment</p>

Daily Writing Practice  
Timed Writing Assessment – Argumentative Essay

November 7, 2019-November 14, 2019

**Instructional Focus**

**Reading: Literature**

- 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of the text contribute to its overall structure, meaning, and aesthetic impact.
- 11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

**Writing**

- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

**Speaking & Listening**

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Language**

- 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Lesson 11**

**Instructional Plan**

High-Quality Text(s):

*“Giovanni Boccaccio”* (p. 157)

From *The Decameron* by Giovanni Boccaccio (p. 158)

Materials:

- Pearson English IV textbook

Guiding Question: What is the significance of the “frame story” in Chaucer (and others’) work? How does Chaucer’s “frame story” compare to others?

Learning Targets

- Students will understand that the “frame story” is a cross-cultural device authors use to connect stories and themes. (11-12.RL.CS.5)
- Students will read a nonfiction text and write a critical summary. (11-12.RL.KID.2)

Agenda

<ul style="list-style-type: none"> <li>• Pen/paper</li> </ul>	<ul style="list-style-type: none"> <li>• Review “Comparing Frame Stories Across Cultures” with students. Discuss the frame story of the Canterbury tales with students in preparation of the reading of from the Decameron.</li> <li>• Have students read the author’s background on page 157 with a partner or small group.</li> <li>• Have students listen to a reading of the text and annotate for details and evidence related to the significance of the frame story, the themes, and comparisons to Chaucer’s tales.</li> <li>• Have students summarize the text.</li> <li>• <a href="#">Students should share their summary for peer feedback.</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> <li>• Why does <i>the Decameron</i> have this title? (p. 159)</li> <li>• Name the characters the queen introduces on this page as she prepares to tell her story. (p. 160)</li> <li>• What can we deduce as the reason why the queen refers to each character’s attributes as she introduces them? (p. 160)</li> <li>• Critical Viewing on p 161: In what ways might this portrait be an accurate representation of Federigo?</li> <li>• Given the tone of Federigo’s words to Monna Giovanna, what might you speculate will happen when she asks him to give her his falcon? (p. 162)</li> <li>• Look at the vocabulary highlighted on p. 163. Which of the two are similar in connotation? Which one has a different connotation from the others?</li> <li>• Reading Check, p. 163: Why has Monna Giovanna visited Federigo?</li> <li>• What words from Federigo indicate that he is preparing to tell Monna Giovanna a mini-story, or a story within this story? (p. 164)</li> <li>• How does Federigo add to the drama of his explanation of why he cannot give Monna Giovanna the falcon? (p. 164)</li> <li>• What two reactions does Monna Giovanna have when she learns the fate of the falcon? (p. 164)</li> <li>• What evidence in the last paragraph of p. 164 explains how we know Monna Giovanna was <b>despondent</b>?</li> <li>• Comparing Frame Stories: Which words let you know that the interior story has finished? (p 165)</li> </ul> <p><u>Daily Writing Practice</u> Students will write a critical summary of the text.</p>
<p><b>Lesson 12</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High-Quality Text(s):</u></p> <p>From <i>The Decameron</i> by Giovanni Boccaccio (p. 158-165.)</p>	<p><u>Guiding Question:</u> What is the significance of the “frame story” in Chaucer (and others’) work? How does Chaucer’s “frame story” compare to others?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Students will discuss the text and express their own ideas clearly and persuasively. (11-12.SL.CC.1)</li> </ul>

<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<ul style="list-style-type: none"> <li>• Students will compare two frame stories focusing on structure, meaning, and aesthetic impact. (11-12.RL.CS.5)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Have students read and discuss the text, p. 158-165.</a></li> <li>• Students should complete the comparison chart on page 156 that compares the two texts and discuss in small groups.</li> <li>• Have students respond to text dependent questions and discuss in small groups for peer feedback.</li> <li>• Students should complete the Exit Ticket outlined below.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>• How does this text compare to Chaucer’s?</li> <li>• What is the theme of this text and how does it compare to the theme of The Canterbury Tales?</li> <li>• What is the significance of the frame story in this text?</li> </ul> <p><b>from <i>The Decameron, Federigo’s Falcon:</i></b></p> <ul style="list-style-type: none"> <li>• What early efforts does Federigo make to win Monna Giovanna’s love and how does she respond to those efforts? What does her behavior reveal about her character?</li> <li>• In the frame story of Boccaccio’s Decameron, what is the premise or reason for the storytelling? How is that premise like and unlike the premise for the storytelling in Chaucer’s work? Which premise makes for a more effective frame story? Why?</li> <li>• Which author, Boccaccio or Chaucer, better conveys those qualities? Use evidence from the texts to explain your thinking.</li> </ul> <p><u>Daily Writing Practice</u></p> <p>As an Exit Ticket, students should write a multi-paragraph essay answering this prompt, preferably after discussing it in small groups: <i>Consider this statement: Frame stories are not effective for revealing character because the only action people perform is telling stories. Explain why you agree or disagree with this assertion, citing evidence from both texts.</i></p>
<b>Lesson 13</b>	<b>Instructional Plan</b>
<p><u>High-Quality Text(s):</u></p> <p>From <i>The Decameron</i> by Giovanni Boccaccio (p. 158-165.)</p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> What is the significance of the “frame story” in Chaucer (and others’) work? How does Chaucer’s “frame story” compare to others?</p> <p><u>Learning Target(s)</u></p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the theme of two texts. (11-12.RL.KID.2)</li> <li>• Students will complete a timed writing exercise with an argumentative essay. (11-12.W.TTP.1)</li> </ul>

- Pearson English IV textbook
- Pen/paper

- Students will use academic vocabulary in their essay. (11-12.L.VAU.6)

#### Agenda

- In reflection of the reading, ask students to complete the timed writing as outlined on page 166.
- Have students interpret the text by comparing Boccaccio's story to one of Chaucer's tales.
- Students should share their writing for peer feedback.

#### Text-Dependent/Text-Specific Questions (Sample)

N/A – Timed Writing Task

#### Daily Writing Practice

Writing Prompt: *Write an interpretation of a literary text in which you compare and contrast the theme of "Federigo's Falcon" with the theme of "The Wife of Bath's Tale" or "The Pardoner's Tale."* (40m)  
(Additional information on the assignment can be found on p. 166 of the textbook.)

### **Lesson 14 (Culminating Task)**

### **Instructional Plan**

#### High-Quality Text(s):

**"Prologue" to *The Canterbury Tales*** by Geoffrey Chaucer, translated by Nevill Coghill (p. 97)

**from "*The Pardoner's Tale*"** by Geoffrey Chaucer, translated by Nevill Coghill (p. 125), NP

**"*The Wife of Bath's Tale*"** by Geoffrey Chaucer, translated by Nevill Coghill (p. 138), NP

#### Materials:

- Pearson English IV textbook
- Pen/paper

Guiding Question: How does Chaucer use the individual tales to develop the major themes of the entire work? How are they examples of Chaucer's social criticism?

#### Learning Target(s)

- Identify and defend two or more themes of *The Canterbury Tales*. (11-12.RL.KID.2)
- Examine how Chaucer's tales are tools used to develop the theme and Chaucer's social criticism. (11-12.RL.IKI.9)
- Craft an argumentative essay that includes a logical organization of claims, counterclaims, reasons, and evidence. (11-12.W.TTP.1)
- Students will use academic vocabulary in their essay. (11-12.L.VAU.6)

#### Agenda

- The Prologue of *The Canterbury Tales* provides a snapshot of the setting and narrative voice of Chaucer's tale and includes stereotypical character descriptions to cast light on the social classes of the medieval period. "The Wife of Bath's Tale" is a narrative whose purpose is to promote the rights of women, as limited as they were, during the medieval ages. "The Pardoner's Tale" is a narrative about the effects of greed. Within the context of *The Canterbury Tales*, this piece, in particular, helps to establish the corruption that was becoming rampant within the church.
- Instruct students to complete the Culminating Task in a well-developed argumentative essay.
  - *Analyze how Chaucer's choices as an author lead to the development of multiple themes in *The Canterbury Tales*. (Note: Refer to literary criticism to provide necessary support.) Write an argumentative*

*essay that determines two or more themes of The Canterbury Tales and makes claims as to how Chaucer's choices develop those themes, using valid reasoning and relevant and sufficient evidence.*

- Students should share their response with a peer/peers for feedback.

Text-Dependent/Text-Specific Questions (Sample)

N/A – Culminating Task

Daily Writing Practice

Culminating Task – Argumentative Essay

<b>Grade 12</b>	<b>5 Weeks</b>
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**Unit Overview**

Students continue to learn that people use the written word to express their thoughts and ideas about social issues and attempt to persuade others to do the same. They will explore advanced rhetorical devices, including satire and allegory, and come to understand how they can use devices and techniques to advance their own arguments.

**Text Use:** Development of an author's point of view and a text's central ideas through use of rhetoric, specifically satire

**Essential Questions:**

- How does satire reflect historical and social aspects of the time?
- Is modern satire as pungent as its predecessors?
- What are the challenges in a society where everyone is equal?
- What media provides the strongest outlet for modern satire?

**Anchor Text**

- Excerpts from *Gulliver's Travels* by Jonathan Swift
- *Gulliver's Travels* is an extended text written by Jonathan Swift. The textbook covers only the end of Ch. 4 and the beginning of Ch. 5 in Part I plus the end of Ch. 3 through the top of Ch. 7 in Part II. To fill in missing pieces of the story for students who need a more comprehensive exposure, use clips from the full video here:  
<https://www.youtube.com/watch?v=nzdon9kK5-k>
  - Use [this source from Lit2Go](#) for the additional text and audio files for *Gulliver's Travels* as needed.

**Qualitative Analysis of Anchor Text**

To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the [Text Complexity – Qualitative Measures Rubric](#).

- a. Knowledge Demands – Very Complex\*
- b. Text Structure – Moderately Complex
- c. Language Features – Very Complex
- d. Meaning – Very Complex
- e. Overall Complexity – Very Complex

\*If students struggle with the historical targets of Swift's satire, have them focus on plot events and settings in their first reading. Then, as they reread, have them concentrate on the general satire of human foibles.

**Related Texts/ Anchor Text Connection**

**Make Connections:** The texts listed below provide students with the opportunity to analyze multiple texts for common messages/purposes, make thematic connections across texts, and prepare for the End-of-unit assessment.

**Literary Texts**

- *A Modest Proposal* by Jonathan Swift, p. 617, 1810L
- from [The Rape of the Lock](#) by Alexander Pope, p. 632
- [Animal Farm](#) by George Orwell, Chapter 2

**Informational Texts**

- ["Why I Blog,"](#) Andrew Sullivan
- ["A Gut Visible All the Way from the 18th Century,"](#) A. O. Scott

- [“The Devil’s Dictionary,”](#) Ambrose Bierce
- [“Modern Satire Loses Its Bite,”](#) Nicholas Swisher

#### **Nonprint Texts (Fiction or Nonfiction)**

- Editorial cartoons (Art)
- *Gulliver’s Travels* by Charles Sturridge (1996) and *Gulliver’s Travels* by Rob Letterman (2010) (Film)
- [Should Animals Be Doing More for the Animal Rights Movement?](#) from The Onion (video)

#### **End-of-Unit Assessment:**

Age of Reason writer—and contemporary of Jonathan Swift—Alexander Pope penned, “Know then thyself, presume not God to scan/The proper study of Mankind is Man.” In *Gulliver’s Travels*, Swift uses satire to hold a mirror up to the follies of mankind. Lemuel Gulliver’s travels allow Swift to satirize everything from government and politics to academics and scientific study.

Consider how Swift develops a narrator with a perspective different from his own in order to convey his point of view to the reader. For example, how does Swift use Gulliver’s view of Europe’s superiority to highlight its inferior natures? In a multi-paragraph essay, explain how Swift’s point of view is conveyed through Gulliver’s choice of words, travels to imaginary lands, and attempts to explain his culture to others and other cultures to the reader.

#### **Unit Outcomes: Grade Level Standards Addressed**

##### **Reading: Literature**

11-12.RL.KID.1, 11-12.RL.KID.2, 11-12.RL.KID.3, 11-12.RL.CS.4, 11-12.RL.CS.5, 11-12.RL.CS.6, 11-12.RL.IKI.7, 12.RL.RRTC.10

##### **Reading: Informational Texts**

11-12.RI.KID.1, 11-12.RI.CS.4, 11-12.RI.CS.6, 11-12.RI.IKI.7

##### **Writing**

11-12.W.TTP.1, 11-12.W.TTP.1A, 11-12.W.TTP.1B, 11-12.W.TTP.1C, 11-12.W.TTP.1D, 11-12.W.TTP.1E, 11-12.W.PDW.4, 11-12.W.PDW.5, 11-12.W.RBPK.8, 11-12.W.RBPK.9, 11-.W.RW.10

##### **Speaking and Listening**

11-12.SL.CC.1, 11-12.SL.CC.2, 11-12.SL.CC.3, 11-12.SL.PKI.6

##### **Language**

11-12.L.CSE.1, 11-12.L.VAU.4, 11-12.L.VAU.5

**November 15, 2019-Novemeber 20, 2019**

#### **Instructional Focus**

##### **Reading: Literature**

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

- 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- 11-12.RL.CS.5 Analyze how an author’s choices concerning structure of specific parts of the text contribute to its overall structure, meaning, and aesthetic impact.
- 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

**Reading: Informational Text**

- 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

Lesson 1	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><a href="#">“Why I Blog,”</a> Andrew Sullivan</p> <p><b>“A Modest Proposal,”</b> Jonathan Swift, p. 617</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• One copy per student of <a href="#">“Why I Blog,”</a> Andrew Sullivan</li> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> How do writers use the written word to express ideas about social issues?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Determine the central idea of this text. (11-12.RI.KID.2)</li> <li>• <a href="#">Discuss the development of blogging as a form of writing.</a> (11-12.RL.KID.2)</li> <li>• Examine writing as social commentary. (11-12.RL.CS.5)</li> <li>• Review persuasive techniques and rhetorical devices. (11-12.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• This article illustrates the unit focus, writers using the written word to express ideas about social issues.</li> <li>• <a href="#">By determining the central idea of this text and analyzing the development of blogging as a form of writing, students can discuss writing as social commentary.</a></li> <li>• Persuasive techniques and rhetorical devices should be introduced or reviewed.</li> <li>• <a href="#">Because of the modern prose text and technological subject, assign this article for independent reading followed by whole-class discussion and analysis.</a></li> <li>• Ask students if any of them have a blog. If it’s appropriate for the classroom environment, offer to project the blog and praise the student’s effort to write for an authentic purpose and audience.</li> <li>• Introduce “A Modest Proposal” in your textbook. Explain that a modern-day Jonathan Swift would probably have been a blogger. Have students turn to p. 621 and read the section “The Irish Troubles,” the Literature in Context piece in the purple box. When students are finished reading, have them Turn-and-Talk with a neighbor to discuss the question at the end – What possible motives might Swift have for using such a strategy?</li> <li>• Connect back to this lesson’s text and ask, “What motives did Sullivan have to blog? How do his motives compare to Swift’s motives?”</li> <li>• Remind students that a <u>satire</u> is writing that uses humor to expose and ridicule vice and folly. Students will begin</li> </ul>

	<p>reading this particular satire in the next lesson.</p> <ul style="list-style-type: none"> <li>• Scaffolding suggestions: <ul style="list-style-type: none"> <li>○ Consider close reading the paragraph that begins with “Or take the brilliant polemics of Karl Kraus.” Chunk the text to help students make meaning of the historical references.</li> <li>○ For the part that says, “constantly twitting authority with slashing aphorisms and rapid-fire bursts of invective”, compare that to how some people attack authority using Twitter.</li> <li>○ Note that Kraus is often compared to Swift.</li> <li>○ Because of the length of the text, consider using the <a href="#">JIGSAW</a> method to allow every student to access the information without having to read every word.</li> </ul> </li> </ul> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p><b>“Why I Blog”</b></p> <ul style="list-style-type: none"> <li>• What is the definition of “blog”?</li> <li>• How is a blog different from a letter or newspaper article?</li> <li>• Why does the author explain the use of a ship’s log?</li> <li>• Explain Sullivan’s analogy: “Blogging is therefore to writing what extreme sports are to athletics.”</li> <li>• Sullivan says, “But with one click of the Publish Now button, all these troubles evaporated.” What are the pros and cons of this statement?</li> <li>• How does Sullivan explain that a blog is superficial but also has depth?</li> <li>• “To the neophyte reader, or blogger, it can seem overwhelming.” What is a “neophyte”?</li> <li>• What effect has blogging had on the world of journalism? (See the paragraph that mentions the <i>Drudge Report</i>.)</li> <li>• Explain the analogy at the end where the author compares reading a blog to listening to jazz music.</li> </ul> <p><b>Textbook p. 621</b></p> <ul style="list-style-type: none"> <li>• What possible motives might Swift have for using such a strategy?</li> <li>• What motives did Sullivan have to blog?</li> <li>• How do his motives compare to Swift’s motives?”</li> </ul> <p><u>Daily Writing Practice</u></p> <p>As an Exit Ticket, have students write a paragraph or two answering the Guiding Question: <i>How do writers use the written word to express ideas about social issues? What motives did Sullivan have to blog? How do his motives compare to Swift’s motives?</i></p>
Lesson 2	Instructional Plan

<p><u>High-Quality Text(s):</u></p> <p><b>“A Modest Proposal,”</b> Jonathan Swift, p. 617</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> How does Jonathan Swift’s classic and controversial satirical proposal mock unsympathetic attitudes toward the Irish poor?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Experience Swift’s style of writing. (12.RL.RRTC.10)</li> <li>• Discuss the impact of word choice on meaning and tone (e.g., “breeders”). (11-12.RL.CS.4)</li> <li>• Identify the use of satire and rhetorical devices. (11-12.RL.KID.3)</li> <li>• Analyze how the structure of the text (e.g., listing advantages) contributes to its overall meaning. (11-12.RL.CS.5)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Discuss the Literary Analysis, p. 604.</a></li> <li>• Read About the Author, p. 605 – Students should read the passage and identify key details of Jonathan Swift’s life. Note the last sentence of the Background section, p. 605: <i>Swift is considered the greatest prose satirist in the English language.</i></li> <li>• Humanities, p. 617       <ul style="list-style-type: none"> <li>○ What details in the picture support the idea that this family’s comforts contrast most sharply with the poverty of the Irish population?</li> <li>○ How can illustrations such as this help enhance an essay writer’s purpose or arguments?</li> </ul> </li> <li>• Critical Viewing, p. 617       <ul style="list-style-type: none"> <li>○ In what way does this painting embody the “relentless pursuit of luxury” that Swift addresses through his essay? (Interpret)</li> </ul> </li> <li>• Close read the subheading of the essay – top of page 618 in gold – “For preventing the children of poor people from being a burden to their parents or country, and for making them beneficial to the public.”       <ul style="list-style-type: none"> <li>○ Ask students about their reaction to this quote.</li> <li>○ Who is the burden to our country? Who needs to be made beneficial to the public?</li> <li>○ Who gets to judge who is a burden and who is beneficial? Does it matter?</li> <li>○ How does this subheading set the tone for the essay?</li> </ul> </li> <li>• For Less Proficient Readers: Remind students that Swift uses irony in “A Modest Proposal.” Explain that verbal irony is a discrepancy between what is said and what is meant. As students read the selection, help them understand that Swift writes one thing but means something else entirely.</li> <li>• Enrichment, p. 618 – Irish Poverty       <ul style="list-style-type: none"> <li>○ Not many students know about the Irish famine in the 1800s. This video compares the Irish famine to the famine in Somalia in the early 1990s. Both famines had similar effects and patterns of disease and death. Use clips from this video to build knowledge: <a href="https://www.youtube.com/watch?v=5uNMGzSL42U">https://www.youtube.com/watch?v=5uNMGzSL42U</a></li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Building knowledge on the famine will enhance students’ empathy and understanding of Swift’s visceral comparisons to the upper class. Some students will not need this mini-lesson to appreciate the satire, so the clips should be used for purposeful scaffolding.</li> <li>● <u>First Read</u>: Students should use the remaining class time to begin reading <i>A Modest Proposal</i> to get the gist of the satire.</li> <li>● Supporting Resource: <a href="http://thewritepractice.com/introduction-to-satire/">http://thewritepractice.com/introduction-to-satire/</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u>: (Sample)  <b>Textbook p. 617</b></p> <ul style="list-style-type: none"> <li>● What details in the picture support the idea that this family’s comforts contrast most sharply with the poverty of the Irish population?</li> <li>● How can illustrations such as this help enhance an essay writer’s purpose or arguments?</li> </ul> <p><b>Critical Viewing, p. 617</b></p> <ul style="list-style-type: none"> <li>● In relentless pursuit of luxury” that Swift addresses through his essay? (Interpret)</li> </ul> <p><b>Textbook p. 618</b>  Close read the subheading of the essay – top of page 618 in gold – “For preventing the children of poor people from being a burden to their parents or country, and for making them beneficial to the public.”</p> <ul style="list-style-type: none"> <li>● Ask students about their reaction to this quote.</li> <li>● Who is the burden to our country? Who needs to be made beneficial to the public?</li> <li>● Who gets to judge who is a burden and who is beneficial? Does it matter?</li> <li>● How does this subheading set the tone for the essay?</li> </ul> <p><u>Daily Writing Practice</u>  As an Exit Ticket, have students write out answers to one or two of the Critical Reading questions on p. 625 on a sheet of notebook paper.</p>
<b>Lesson 3</b>	<b>Instructional Plan</b>
<p><u>High-Quality Text(s)</u>:</p> <p><b>“A Modest Proposal,”</b> Jonathan Swift, p. 617</p>	<p><u>Guiding Question</u>: How does the structure of the text contribute to the overall meaning?</p> <p><u>Learning Targets</u>:</p> <ul style="list-style-type: none"> <li>● Reread a significant literary text, paying close attention to the author’s style. (11-12.RL.CS.5)</li> <li>● Determine the meaning of words and phrases that are intentionally included to clarify meaning of the overall text.</li> </ul>

<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p>(11-12.RL.CS.4)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students should continue reading the text to get the gist. While reading, have students make notes about satire and include answers to the literary analysis questions in the margin.</li> <li>• <u>Second Read:</u> Reread the text in chunks and answer all Literary Analysis questions in the margin (listed below) to explore the author’s use of satire.</li> <li>• Students may also benefit from identifying satirical devices on this chart: <a href="http://bit.ly/2gZIVF4">http://bit.ly/2gZIVF4</a></li> <li>• More resources for scaffolding included here: <ul style="list-style-type: none"> <li>○ ReadWriteThink lesson plans: <a href="http://bit.ly/2hdmxq0">http://bit.ly/2hdmxq0</a></li> <li>○ LearnZillion lesson plan: <a href="http://bit.ly/2hebNMb">http://bit.ly/2hebNMb</a></li> </ul> </li> </ul> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p><b>Textbook p. 620-625</b></p> <ul style="list-style-type: none"> <li>• p. 620 (top) – What effect do words like <i>breed</i> and <i>savages</i> have on the tone in this paragraph?</li> <li>• p. 620 (bottom) – In what way does Swift’s sarcasm sharpen his satirical attack on landlords?</li> <li>• p. 622 – What realistic solution to Ireland’s problems is suggested in Swift’s second argument?</li> <li>• p. 623 – Explain Swift’s use of exaggeration in this passage.</li> <li>• p. 624 – What understatement does Swift use in the first sentence of this paragraph?</li> <li>• p. 625 – Why does Swift use the phrases “sincerity of my heart” and “not the least personal interest” in the final paragraph?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>As an Exit Ticket, students should answer the Guiding Question in a paragraph or two: <i>How does the structure of the text contribute to the overall meaning?</i></p>
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November 21, 2019- November 22, 2019

**Instructional Focus**

**Reading: Literature**

11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact

meaning.  
 11-12.RL.KI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

### Writing

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

### Speaking & Listening

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11<sup>th</sup>-12<sup>th</sup> grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Lesson 4	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><a href="#"><i>Gulliver's Travels</i></a> by Jonathan Swift, p. 606</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> <li>• One copy per student of the <a href="#">Notice and Note signpost</a>.</li> </ul>	<p><u>Guiding Question:</u> What are Swift's satirical intents when he describes the Lilliputians?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read and analyze Part 1 of <i>Gulliver's Travels</i> using the contrasts and contradictions <a href="#">Notice and Note signpost</a>. (11-12.RL.KID.1)</li> <li>• <a href="#">Participate in a discussion of Swift's satirical intents in describing the Lilliputians.</a> (11-12.RL.KID.3)</li> <li>• Write a response to the discussion. (11-12.W.RBPK.7)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• <i>Knowledge Demands</i> – If students will have difficulty with the historical targets of Swift's satire, have them focus on plot events and settings in their first reading. Then, as they reread, have them concentrate on the general satire of human foibles.</li> <li>• <i>Synthesizing</i> – If students will not have difficulty with the targets of Swift's satire, have them discuss the general impression that his satirical details convey about England in his day.</li> <li>• The textbook begins in the middle of <i>Gulliver's Travels</i> at Part I, Ch. 4. The textbook's first section ends in the middle of page 612 at Part I, Ch. 5. Use <a href="#">this link</a>, which is also in the side column, to access the entire Part I text.</li> <li>• <a href="#">Read at least one chapter as a whole class to model the Notice and Note signpost, contrasts and contradictions (see page 114), then assign the remaining chapters for independent reading, followed by whole-class discussion and</a></li> </ul>

**analysis.**

- As the text is read, provide students with sticky notes for when they notice points in the novel in which the Lilliputians' actions or thoughts clearly contradict those of Gulliver or contrast with patterns the reader would normally expect, suggesting Swift's use of satire.
- Note the contrasts and contradictions in the text as Gulliver explores Lilliput.
- At the end of the chapter, use chart paper to record student ideas on contrasts and contradictions. Have students record the notes in their journals for use later. Be sure students cite the page number and text in their notes as well.
- Turn the discussion to an analysis of satire by asking students the questions listed below.
- For students who struggle with understanding why Swift uses characterization to make a political point in his satire, consider showing this video before assigning the written response: <http://www.shmoop.com/video/gullivers-travels>.

**Text-Dependent/Text-Specific Questions:** (Sample)

- Note the contrasts and contradictions in the text as Gulliver explores Lilliput. Instruct students to use sticky notes to jot down their thoughts to questions, such as:
  - How is this society different from Gulliver's?
  - What qualities does this civilization possess?
  - How do those qualities contradict Gulliver's values?

***Discussion Questions***

- Turn the discussion to an analysis of satire by asking students the following questions. As students discuss, they must cite evidence directly from the text to back up their argument.
  - How does Swift introduce and develop the Lilliputians? What does this say about what Swift is attempting to communicate?
  - How do Swift's descriptions of the Lilliputian's warlike nature and political processes convey his true intent?
  - How does Swift use the narrator, Gulliver, to distinguish what is directly stated in the text from what he really means?
  - What has the adjective "lilliputian" come to mean? (Consult a dictionary if necessary.) How has this meaning been derived from Swift's characterization? Cite evidence from the text to support your answer.

**Daily Writing Practice**

Conclude the lesson by having students create a written response based on the class discussion, identifying the social and political issues that Swift is satirizing and analyzing how the Lilliputians convey his meaning. Students should use this signpost and take notes as Gulliver travels to different imaginary realms.

Lesson 5	Instructional Plan
<p>High-Quality Text(s):</p> <p><b><i>Gulliver's Travels</i> by Charles Sturridge (1996) (Film)</b></p> <p><b><i>Gulliver's Travels</i> by Rob Letterman (2010) (Film)</b></p> <p><b><a href="#">“A Gut Visible All the Way from the 18th Century,”</a> A. O. Scott</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• One copy per student of the article: <a href="#">“A Gut Visible All the Way from the 18th Century,”</a> A. O. Scott</li> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> <li>• Internet access, projector, and speakers to watch video clips linked in the Agenda.</li> </ul>	<p><u>Guiding Question:</u> Which is the most influential medium, text or film, to convey Swift’s main argument?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Analyze multiple interpretations of Swift’s satire, evaluating how each version interprets the source text. (11-12.RL.IKI.7)</li> <li>• View the clips from both films as a class. (11-12.RL.IKI.7)</li> <li>• Independently read and then discuss the A. O. Scott article. (11-12.SL.CC.1)</li> <li>• <b>Debate the two films, citing evidence from the films and the review prior to writing an argumentative claim. (11-12.SL.CC.3)</b></li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Watch selected film clips (e.g., the voyage to Lilliput or Brobdingnag) as a whole class.</li> <li>• Have students independently read the film review, <a href="#">“A Gut Visible All the Way from the 18th Century.”</a></li> <li>• Before students view the clips, prompt them to list key events from the source chapter(s) in the first column of a three-column graphic organizer. The graphic organizer should be set up in the following way: <ul style="list-style-type: none"> <li>○ (1) key details from the chapter</li> <li>○ (2) interpretation of events from Charles Sturridge’s film</li> <li>○ (3) interpretation of events from Rob Letterman’s film.</li> </ul> </li> <li>• As a class, come to consensus on the most critical events from the chapter. Be sure all students have those events listed in the first column of their graphic organizer. All should cite the page on which the event occurs.</li> <li>• Have students watch the clips from both films, detailing how each event is interpreted in the remaining two columns.</li> <li>• Have students read the New York Times review, <a href="#">“A Gut Visible All the Way from the 18th Century,”</a> independently followed by a whole-class discussion. Ask students the text-specific questions listed below.</li> <li>• Reread the following passage from the text and analyze the impact of the author’s word choices. <ul style="list-style-type: none"> <li>○ “But such unhappy Matters need not detain us here. Indulge, rather, my views on ‘Gulliver’s Travels,’ which somewhat cleverly converts my great Satire into a gaudy, puerile Toy. My avowed purpose in composing that text, as any swot who has suffered the Duty and Dullness rampant in our Schools must know, was to employ my modest pen as a scourge against human Folly and the vanities of the Age. Having deemed itself unable to defeat those foes, this rendition of ‘Gulliver’s Travels’ chuses rather to join them.”</li> </ul> </li> <li>• Debate the following question using a <a href="#">philosophical chairs debate</a>: “Which film is a better interpretation of the source, capturing not only Swift’s plot, but also his meaning and tone?” Form two student-led groups—one that believes that Sturridge’s is a more faithful adaptation and one that believes that Letterman’s is. Have students work</li> </ul>

together (defining individual roles as necessary) to form written opening arguments and collect supporting evidence (from the anchor text, film review, and films) with the goal of convincing as many classmates as possible to join their side. During the debate, students will form two lines facing each other, each line representing a different side of the debate. They will present their claims, reasons, and evidence; pose questions that elicit elaboration; and respond to others' claims with relevant ideas. As students delineate the claims of the "other side" and evaluate the soundness of the reasoning and sufficiency of the evidence, they may acknowledge new ideas and strong evidence by the "other side" and modify their own views. To represent their change in views, they will "switch sides" by physically moving to the other line.

Text-Dependent/Text-Specific Questions: (Sample)

***A.O. Scott article***

- What is Scott's central argument in his review?
- What is Scott's point of view?
- Reread the first paragraph of the review. Cite specific words or phrases Scott uses that would be contested by modern conventions of standard English. How have conventions of usage changed over time? How does Scott's different usage throughout impact the meaning and tone of the review?
- How do his rhetoric, style, and content contribute to persuasiveness of the text?

Daily Writing Practice

After the debate, have students write a paragraph that introduces their final claim: Which is the most influential medium, text or film, to convey Swift's main argument? Prompt students to acknowledge the opposing claim and support their claim with logical reasoning and relevant evidence to demonstrate an understanding of the text.

**December 2, 2019-December 6, 2019**

**Instructional Focus**

**Reading: Literature**

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

**Reading: Informational Text**

- 11-12.RI.KID.1 Analyze what the text says explicitly and draw inferences; support and interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- 11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
- 12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

**Writing**

- 11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

Lesson 6	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><a href="#"><i>Gulliver's Travels</i></a> by Jonathan Swift, p. 612</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> <li>• One copy per student of the <a href="#">Notice and Note signpost</a>.</li> </ul>	<p><u>Guiding Question:</u> How does Swift criticize the European government by developing the Brobdingnagians?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read and analyze Part 2 of <i>Gulliver's Travels</i> using the contrasts and contradictions <a href="#">Notice and Note signpost</a>. (11-12.RL.KID.1)</li> <li>• <a href="#">Participate in a discussion of Swift's satirical intent in describing the Brobdingnagians.</a> (11-12.RL.KID.3)</li> <li>• Write a response to the discussion. (11-12.W.RBPK.7)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students independently read the text. As they read, provide them with sticky notes to <a href="#">Notice and Note</a> when the Brobdingnagian society or culture clearly contradicts those of Gulliver or contrasts with patterns the reader would normally expect, suggesting Swift's use of satire.</li> <li>• Have students continue to build their three-column graphic organizer of contrasts and contradictions. Be sure that students note the page for each contrast and contradiction.</li> <li>• <a href="#">Have students share their notes from reading and summarize them as a class. Have students update their notes based on the class discussion.</a></li> <li>• Prompt students to note the contrasts and contradictions in the text as Gulliver attempts to describe Europe to the Brobdingnagian king. Then facilitate a discussion by posing the text-dependent questions below.</li> </ul>

	<p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <ul style="list-style-type: none"> <li>• What impact is Swift attempting to make on the reader by introducing and developing the Brobdingnagians in this way?</li> <li>• “I cannot but conclude the Bulk of your Natives, to be the most pernicious Race of little odious Vermin that Nature ever suffered to crawl upon the Surface of the Earth.” What evidence could the king cite to give legitimacy of his condemnation of Europe?</li> <li>• How does this criticism from the Brobdingnagian king assert Swift’s point of view? How does this point of view differ from the Gulliver’s?</li> <li>• How does Swift use the narrator, Gulliver, to distinguish what is directly stated in the text from what he really means?</li> </ul> <p><u>Daily Writing Practice</u> Conclude the lesson by having students write a short argument identifying Swift’s purpose in these chapters, citing strong and thorough textual evidence to support their inferences drawn from the text.</p>
<p><b>Lesson 7</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High-Quality Text(s):</u></p> <p><a href="#">Animal Farm</a> by George Orwell, Chapter 2</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• One copy per student of <a href="#">Animal Farm</a> by George Orwell, Chapter 2.</li> <li>• Reading Logs</li> </ul>	<p><u>Guiding Question:</u> What are the challenges in a society where everyone is equal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Analyze the impact of the author’s choices in setting and characterization. (11-12.RL.KID.3)</li> <li>• Distinguish what is directly stated in the text from what is really meant. (11-12.RL.KID.1)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Reading this text after reading the voyage to Brobdingnag will allow students to explore the rhetorical device of allegory as a satire of systems of government. Although the syntax and diction of the text are less complex, assign this text for reading in small groups to facilitate discussion of Orwell’s satire, followed by a whole-class discussion and analysis.</li> <li>• Assign the chapter for independent reading.</li> <li>• Divide students into small groups. Instruct groups to discuss the answers the text-dependent questions below to build comprehension.</li> <li>• Teacher should circulate during small-group discussion and listen to student talk. Teachers should make note of the questions that are challenging group consensus and use those questions for whole-group discussion as a wrap-up.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p>

	<ul style="list-style-type: none"> <li>• Why don't the pigs like the pet raven Moses' stories about Sugarcandy Mountain?</li> <li>• Think about the events that began the Revolution - Jones' mismanagement of the farm, hungry cows, violence by the human beings - as well as all the thinking, teaching, planning, and organizing that the pigs did. In your opinion would it have been possible for the Revolution to have happened without Animalism?</li> <li>• The words Orwell uses to describe the morning after the revolution are very descriptive. What sort of words and images does he use? What does he want us to think about the farm?</li> <li>• The pigs begin to slowly take more control than the others. Can you find some examples of this in Chapter II?</li> <li>• The animals change the name of the farm from Manor Farm to Animal Farm. Why is this important? What does changing a name do for ideas, behavior, power, etc.? Can you think of any examples in the real world?</li> <li>• The last commandment states that all animals will be considered equal. What are the challenges in maintaining this ideal in any society?</li> </ul> <p><u>Daily Writing Practice</u> Have students write a paragraph answer to this question: How does Orwell's style of satire compare to Swift's style? (Think diction, phrasing, characterization, etc.)</p>
<p><b>Lesson 8</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High-Quality Texts:</u></p> <p>Part 3, Chapters 1-3 of <a href="#">Gulliver's Travels (or here)</a>, Jonathan Swift</p> <p><a href="#">"The Devil's Dictionary,"</a> Ambrose Bierce</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• One copy per student of the <a href="#">Notice and Note signpost</a>.</li> <li>• English IV Pearson Textbook, p. 612</li> <li>• Projector/Speakers (The links for the text provide an audio version of part 3 that can be used to scaffold instruction for</li> </ul>	<p><u>Guiding Question:</u> How do both authors use satire, sarcasm, irony, or understatement to inject realism into the lofty pursuit of the intellectual ideal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Determine the central ideas of these chapters by discerning what human follies Swift is satirizing. (11-12.RL.KID.2)</li> <li>• Explore the rhetorical devices Swift uses to redefine intelligence and incorporate Bierce's dictionary into the discussion. (11-12.RI.IKI.9)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students independently read the text. As they read, provide them with sticky notes to <a href="#">Notice and Note</a> when the Laputans' mindset or thoughts clearly contradict those of Gulliver or contrast with patterns the reader would normally expect, suggesting Swift's use of satire.</li> <li>• Have students continue to build their three-column graphic organizer of contrasts and contradictions. Be sure that students note the page for each contrast and contradiction.</li> <li>• Have students share their notes from reading and summarize them as a class. Have students update their notes based on the class discussion.</li> </ul>

students.)

- Prompt students to note the contrasts and contradictions in the text as Gulliver attempts to learn and adapt to the way of life of Laputa. Then facilitate a discussion by posing the following questions listed below.
- After whole group discussion of Chapters 1-3, assign certain definitions from the “[The Devil’s Dictionary](#),” for small-group reading and analysis. Suggested entries that relate to Swift’s satire of abstract knowledge and gender issues: *education, idiot, fool, marriage, or queen*.
- Break students into groups of three or four to read and analyze the use of satire, sarcasm, irony, or understatement in “[The Devil’s Dictionary](#).” Have students develop a three-column graphic organizer where they (1) note the denotative meaning of the word, (2) paraphrase Bierce’s cynical definition, and (3) determine whether he uses irony, sarcasm, or understatement in his definition.
  - For example, compare Gulliver’s description of the Laputans with Bierce’s definition of “idiot.”
    - “They are very bad reasoners, and vehemently given to opposition, unless when they happen to be of the right opinion, which is seldom their case. Imagination, fancy, and invention, they are wholly strangers to, nor have any words in their language, by which those ideas can be expressed; the whole compass of their thoughts and mind being shut up within the two forementioned sciences.”
    - “IDIOT, n. A member of a large and powerful tribe whose influence in human affairs has always been dominant and controlling. The Idiot’s activity is not confined to any special field of thought or action, but ‘pervades and regulates the whole.’ He has the last word in everything; his decision is unappealable. He sets the fashions and opinion of taste, dictates the limitations of speech, and circumscribes conduct with a dead-line.”

Text-Dependent/Text-Specific Questions: (Sample)

Prompt students to note the contrasts and contradictions in the text as Gulliver attempts to learn and adapt to the way of life of Laputa. Then facilitate a discussion by posing the following questions:

- What impact is Swift attempting to make on the reader by introducing and developing the characters of Laputa in this way?
- How does Swift use the Laputans to critique science? Cite specific examples from the text to support this analysis.
- How does Gulliver’s opinion of Laputan women convey Swift’s point of view? Does this point of view differ from the Gulliver’s?
- How does Swift use the narrator, Gulliver, to distinguish what is directly stated in the text from what he really means?

Daily Writing Practice

Both Swift and Bierce attempt to use satire, sarcasm, irony, or understatement to achieve their purpose. Determine each author’s purpose and the strategies each uses to convey his purpose, and evaluate the effectiveness of each author in achieving his purpose. Have students write a three-part draft essay – one part on each writer and a third summarizing the

	effectiveness of each in achieving his purpose.
<b>Lesson 9</b>	<b>Instructional Plan</b>
<p><u>High-Quality Text(s):</u></p> <p>from <a href="#">An Essay on Man</a> by Alexander Pope, p. 630</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> What is a <i>parody</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read an essay by Alexander Pope. (12.RI.RRTC.10)</li> <li>• Identify elements of a parody by citing evidence from the text. (11-12.RI.IKI.9)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Discuss Literary Analysis – Parody, p. 628</a></li> <li>• Think Aloud – Model the Skill, p. 628</li> <li>• Students should read p. 629 about Alexander Pope. Mention the note in the TE on p. 629 that Alexander Pope is among the most quotable writers in the English language. (Examples are given in the TE.)</li> <li>• Read Humanities, p. 630</li> <li>• Explain that Pope, like many others of his day, viewed all of creation as a <a href="#">Great Chain of Being</a>.</li> <li>• <i>Levels of Meaning</i> – If students will have difficulty understanding Pope’s view of the Great Chain of Being, have them focus on each couplet of the poem and the point it makes. Then, have students state the general impression of humanity the passage conveys.</li> <li>• <i>Synthesizing</i> – If students will not have difficulty understanding Pope’s view of the Great Chain of Being, have them synthesize each point he makes into a single statement about humanity.</li> <li>• <u>First Read</u>: Students read the entire text to get the gist and author’s purpose.</li> <li>• Critical Reading, p. 631, Questions 1 and 2.</li> <li>• Supporting Resource: <a href="http://www.gradesaver.com/popes-poems-and-prose/study-guide/augustan-satire">http://www.gradesaver.com/popes-poems-and-prose/study-guide/augustan-satire</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <ul style="list-style-type: none"> <li>• What does Pope mean by “The proper study of mankind is man”?</li> <li>• The writer’s list includes many juxtaposed ideas. How does this structure help convey his meaning?</li> <li>• A parody is a form of <b>satire</b> that imitates the characteristic style of a particular writer, musician, artist, speaker or genre using deliberate exaggeration for a comic effect. Identify evidence that this piece of text is a parody, and for each example, explain the effect that Pope is trying to have on the reader.</li> <li>• Would Pope argue that a person would best understand their place in the world by looking inward or by examining the world around himself? What line(s) in the poem support your answer?</li> </ul>

	<p><u>Daily Writing Practice</u> Ask students to identify elements of a parody from <i>An Essay on Man</i> by listing them on a piece of paper for an Exit Ticket.</p>
<b>Lesson 10</b>	<b>Instructional Plan</b>
<p><u>High-Quality Text(s):</u> from <i>An Essay on Man</i> by Alexander Pope, p. 630</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> What twentieth-century events suggest that humans are any or all of the following: “The glory, jest, and riddle of the world”?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Examine what the text is saying about human nature. (11-12.RI.CS.6)</li> <li>• Distinguish what is directly stated in the text from what is really meant. (11-12.RI.KID.1)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students conduct a <u>second read</u> to integrate knowledge and ideas by completing the text-dependent questions listed below in writing.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <ul style="list-style-type: none"> <li>○ What does Pope say should be the object of Man’s study? (Key Details/Author’s Purpose)</li> <li>○ Why do you think Pope says “presume not God to scan”? (Inferences)</li> <li>○ According to Pope, what prevents man from being a skeptic or a stoic? What is the result of this? Explain. (Key Details)</li> <li>○ What does each “half” of man do? (Key Details)</li> <li>○ How can man be both a “lord of all things” and “a prey to all”? (Inferences/Key Details)</li> <li>○ What twentieth century events suggest that humans are any or all of the following: “the glory, jest, and riddle of the world”? Explain. (Opinions, Arguments, and Intertextual Connections)</li> <li>○ How is line 12 an example of antithesis? (Vocab and Text Structure)</li> <li>○ In what way does antithesis help Pope describe the human condition? (Key Details/Inferences)</li> </ul> <p><u>Daily Writing Practice</u> Students complete the Critical Reading, p. 631, Questions 3 and 4, on notebook paper as an Exit Ticket.</p>

December 9, 2019- December 13, 2019

**Instructional Focus****Reading: Literature**

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

**Writing**

- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 11	Instructional Plan
<p><u>High-Quality Texts:</u></p> <p>from <i>The Rape of the Lock</i> by Alexander Pope, p. 632</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> What was Pope’s purpose in writing this text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read a parody written in verse. (12.RL.RRTC.10)</li> <li>• Examine the structure of the main text. (11-12.RL.CS.4)</li> <li>• Write a summary of the gist of the text. (11-12.RL.KID.2)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Share the information from Background, p. 632</li> <li>• Explain that this is a mock-epic that pokes fun at the upper-class people in Pope’s day.</li> <li>• Be sure to explain to students that the use of the word “rape” does not convey sexual assault in this text. The writer is intending to have a shocking effect on the reader by using this extreme term to convey that something has been taken away from the owner without permission.</li> <li>• <i>Knowledge Demands</i> – If students will have difficulty understanding court life, have them focus on the poem’s basic story. Then, as they reread, have them consider how the lofty tone jarringly contrasts with the poem’s actual events.</li> <li>• <i>Synthesizing</i> – If students will not have difficulty understanding the lifestyle, have them focus on details that mock aristocratic life.</li> <li>• Read and reread aloud the first sentence of the Background section on p. 632.</li> </ul>

- Compare the description of the five cantos to the structure of a Shakespearean play or Homeric epic. Ask students what effect this has on the text? Why would Alexander Pope use this structure for his satire?
- Read the section - Humanities, p. 633
- The British Tradition, p. 637 – Have students read about the Neoclassical style and the heroic couplet before reading the poem.
- First Read: Students read Canto III, p. 634-639 to get the gist.
- Check in with students and/or consider using read aloud for the first read to help ensure a tone/mood that matches the mocking of the satire.
- To support less proficient readers, use the Literary Analysis Graphic Organizer B, p. 114 in the *Graphic Organizer Transparencies*, to help students understand what to look for in reading a mock epic. Then, in a group, work through a passage of approximately fifteen lines, and have students identify the mock epic elements.

Text-Dependent/Text-Specific Questions: (Sample)

***Before reading***

- Ask students to look at the structure of the text as a whole. Compare the description of the five cantos to the structure of a Shakespearean play or Homeric epic.
- Ask students what effect this has on the text?
- Why would Alexander Pope use this structure for his satire?

***During reading***

- Point out the footnotes that give historical context to the lines of the poem.
- Line 3: The “structure” that Pope is referring to is Hampton Court. Who lives at Hampton Court? (The British royal family – Students should use context clues provided by lines 4 and 5 to help answer this question.)
- Ask the Literary Analysis question for lines 33-36. Follow up with, “Why does Pope call the card game ‘trivial’?”
- Read the background information on “The Card Game” at the top of p. 635. Students who struggle to visualize the description of the poem could be reminded of the King and Queen of Hearts in the “Alice in Wonderland” movie, as Belinda seems to be taking in the card game as if the action were like a cartoon.
- In line 59, Pope calls a particular card a “plebian” card. Why do you think he uses this word? What effect is he trying to have on the reader?
- Lines 83-86: How does Pope’s purpose affect the meaning of these lines of the poem?
- Line 92: How is this an example of antithesis? How does this line support that this poem is a parody?
- Who wins the card game? How do you know?
- Line 128: What is Clarissa’s “two-edged weapon”? Why does she give it to the baron?
- Why does the author describe the scene in lines 145-160 in such an elevated manner? How does this tone contribute to the creation of the parody?

	<ul style="list-style-type: none"> <li>• Canto V, line 4: What is happening in the poem when “Fans clap, Silks rustle, and tough Whalebones crack”?</li> <li>• What happens to Belinda’s lock of hair in the end? (lines 75-79)</li> </ul> <p><u>Daily Writing Practice</u> Students should write a summary of Canto III. This will provide a check for teachers to see if students successfully got the gist of the text during the First Read.</p>
<b>Lesson 12</b>	<b>Instructional Plan</b>
<p><u>High-Quality Texts:</u></p> <p>from <i>The Rape of the Lock</i> by Alexander Pope, p. 632</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> What is Pope’s purpose in writing this text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read a parody written in verse. (12.RL.RRTC.10)</li> <li>• Answer text-dependent questions to build knowledge from the text. (11-12.RL.KID.1)</li> <li>• Write a short response about the author’s intentions. (11-12.W.RW.10)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Consider showing this video from Study.com: <a href="http://study.com/academy/lesson/the-rape-of-the-lock-popes-mock-heroic-poetry.html">http://study.com/academy/lesson/the-rape-of-the-lock-popes-mock-heroic-poetry.html</a> (For multiple viewings without having an account, clear your browsing history and try the link again. The first five minutes help give students context for the poem.)</li> <li>• <u>Second Read:</u> Students read to integrate knowledge and ideas by completing the text-dependent questions below.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions:</u></p> <p><b>Second Read:</b> Students read to integrate knowledge and ideas by completing these text-dependent questions.</p> <ul style="list-style-type: none"> <li>• What happens during the game of cards? (Key Details)</li> <li>• What does the way they play reveal about Belinda and the Baron? (Inferences)</li> <li>• To what trivial subject and epic convention does Pope refer in lines 33-66? (Key Details/Vocab and Text Structure)</li> <li>• What does Clarissa help the baron do to Belinda? (Key Details)</li> <li>• What is the key conflict of the text? What is your evidence for this? (Inferences)</li> <li>• What happens to the lock of hair in lines 79-88? (Key Details)</li> <li>• In what way is the claim that Pope makes in lines 78-88 ridiculous? Is there any truth to this? Explain? (Inferences)</li> <li>• What is the effect of the antithesis in line 92? (Inferences/Vocab and Text Structure)</li> <li>• In what ways do line 125 and 126 fit the Neoclassical style and outlook? (Inferences/Vocab and Text Structure)</li> <li>• How is Belinda’s reaction to the loss of her hair appropriate for a mock epic? (Author’s Purpose)</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify an example of epic simile in Canto V. How does this simile add to the absurdity of the action Pope is describing? (Vocab and Text Structure/Author’s Purpose)</li> <li>• What is Pope’s criticism of the rituals he describes? (Author’s Purpose)</li> <li>• Which of the epic elements that Pope uses adds most to his criticism of upper- class courtship rituals? Explain. (Author’s Purpose/Opinions, Arguments, and Intertextual Connections)</li> <li>• In what way does antithesis help Pope mock upper class pretensions? (Vocab and Text Structure)</li> </ul> <p><u>Daily Writing Practice</u> Students will write a short response to this question: What is Pope’s intention with this Mock Epic? (Opinions, Arguments, and Intertextual Connections)</p>
<b>Lesson 13</b>	<b>Instructional Plan</b>
<p><u>High-Quality Texts:</u></p> <p><u><i>Gulliver’s Travels</i></u> by Jonathan Swift, p. 612</p> <p>from <u><i>The Rape of the Lock</i></u> by Alexander Pope, p. 632</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> </ul>	<p><u>Guiding Question:</u> N/A, Writing Assessment</p> <p><u>Learning Target</u></p> <ul style="list-style-type: none"> <li>• Students will draft an essay to integrate and assimilate ideas from the text sets in this unit. (11-12.W.TTP.1)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students write a timed essay in response to this question: <ul style="list-style-type: none"> <li>○ How do Swift and Pope introduce and develop characters in order to criticize social customs and courtly routines of their time?</li> </ul> </li> <li>• Remind students to introduce claims and distinguish those claims from opposing claims gleaned from the seminar, citing relevant evidence as support.</li> <li>• Support for students: <ul style="list-style-type: none"> <li>○ SOAPSTone: <a href="http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html">http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html</a></li> <li>○ Graphic organizer for pre-writing: <a href="https://www.sbcc.edu/clrc/files/wl/downloads/StructureofaGeneralExpositoryEssay.pdf">https://www.sbcc.edu/clrc/files/wl/downloads/StructureofaGeneralExpositoryEssay.pdf</a></li> </ul> </li> <li>• Pacing suggestion: For day one, consider having students complete the timed writing of a rough draft for the essay as an assessment. Students should be given about 40 minutes to complete the exercise. Then, for day two, allow students to revise essays based on targeted feedback given by the teacher or by a peer group. Students could self-select to work with a group focused on content or a group focused on organization or another area of the TN state rubric. When students are ready to proceed, they then leave the group and go back to working independently in order to finish the revisions before the end of class. To track progress, have students write in one pen color or in</li> </ul>

	<p>pencil on day one and in another pen color on day two.</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A, Writing Assessment</p> <p><u>Daily Writing Practice</u> Students write a timed essay in response to a text-dependent question.</p>
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**December 16, 2019- December 20, 2019**

<p><b><u>Instructional Focus</u></b></p> <p><b>Reading: Informational Text</b></p> <p>11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <p>11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.</p> <p><b>Writing</b></p> <p>11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Speaking &amp; Listening</b></p> <p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11<sup>th</sup>-12<sup>th</sup> grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	
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<b>Lesson 14</b>	<b>Instructional Plan</b>
<p><u>High-Quality Texts:</u></p> <p><a href="#"><i>Should Animals Be Doing More</i></a></p>	<p><u>Guiding Question:</u> Does the video have the same elements of satire as the Swift or Pope texts from the 1700s?</p> <p><u>Learning Targets</u></p>

<p><u><a href="#">for the Animal Rights Movement?</a></u> From <i>The Onion</i> (video)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pearson English IV textbook</li> <li>• Pen/paper</li> <li>• Internet access, projector, and speakers to watch video clips linked in the Agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• View a satire in a different form of media. (11-12.RI.IK1.7)</li> <li>• Compare elements of a satirical video to elements of the satirical texts in the unit. (11-12.RI.IK1.7)</li> <li>• Write a brief essay based on a prompt. (11-12.W.TTP.1)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Project the satirical video to the whole class for viewing and discussion. The video is less than 2m long. For the first viewing, allow students to watch <u>without</u> any frontloading or support.</li> <li>• After the first viewing, students could write a short summary or reaction piece to capture their initial thinking.</li> <li>• Show the video again, but this time choose a couple of TSQs from the list below to give purpose to the viewing. After the second viewing, allow students to write answers to the questions and/or think-pair-share with a partner or in small groups.</li> <li>• If necessary, show the video again to clear up any misunderstandings or misconceptions. Require students to support answers and ideas with specific details from the video.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) After a second viewing, have students discuss key questions such as:</p> <ul style="list-style-type: none"> <li>• What elements of the video make it look real?</li> <li>• What evidence helps a viewer determine that the video is a satire?</li> <li>• Who are the speakers on the panel?</li> <li>• What are their roles / jobs? Do these titles belong to these people or are they fake? How would you know?</li> <li>• What is the central idea of this fake panel discussion?</li> <li>• How does this central idea impact the true intent of The Onion?</li> <li>• How does the humanization of animals convey the satirical messages?</li> <li>• How easy would it be for anyone to create a video like this? If it were shared on Facebook, would people believe it and share it? Why or why not? How do you know?</li> </ul> <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> <li>• Review the elements of satire on p. 604 of the textbook.</li> <li>• Have students write a brief essay on this prompt: <i>Based on standards of satire as seen in Jonathan Swift’s writing, would the news story from “The Onion” qualify as a classic satire if it were released back in the 1700s?</i> (This brief essay can serve as the Exit Ticket.)</li> </ul>
Lesson 15	Instructional Plan

<p><u>High-Quality Texts:</u></p> <p><i><a href="#">Modern Satire Loses Its Bite</a></i> by Nicholas Swisher, 1050L</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• One copy per student of <i><a href="#">Modern Satire Loses Its Bite</a></i> by Nicholas Swisher, 1050L.</li> <li>• Highlighters or colored pens (for annotating the text)</li> <li>• Reader's notebook or notebook paper/pen</li> </ul>	<p><u>Guiding Question:</u> Has modern satire lost its bite?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read the article by Nicholas Swisher to get the gist of the piece. (11-12.RI.KID.2)</li> <li>• Write a critical summary on a modern satire. (11-12.RI.KID.2)</li> <li>• <a href="#">Participate in a class discussion.</a> (11-12.SL.CC.1)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students read and summarize Swisher's stance on modern satire.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <ul style="list-style-type: none"> <li>• <a href="#">Discuss as a whole-group or small-group: What is the inherent issue with satirical shows or websites? Does Swisher pose a solution? Why or why not?</a></li> </ul> <p><u>Daily Writing Practice</u></p> <p>Following the group discussion, have students write a critical summary of the article. Within the critical summary, students should both explain what the article is saying in addition to giving reasons as to why or why not the message is convincing or why/why not they agree with what the article says.</p>
<b>Lesson 16</b>	<b>Instructional Plan</b>
	<p><u>Guiding Question:</u> N/A, Writing Assessment</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Determine the author's point of view in a text by analyzing style and content. (11-12.RI.CS.6)</li> <li>• Cite strong textual evidence to support analysis of the author's point of view. (11-12.RI.CS.6)</li> <li>• Develop an argumentative essay based on a prompt. (11-12.W.PDW.5)</li> </ul> <p><u>Agenda</u></p> <p>Students work on completing the Culminating Task. All students should have the benefit of participating in peer reviews of essays and going through multiple stages of the writing process. Teachers should grade the final drafts after the process has been concluded.</p> <p><b>Culminating Task:</b></p>

Age of Reason writer—and contemporary of Jonathan Swift—Alexander Pope penned, “Know then thyself, presume not God to scan/The proper study of Mankind is Man.” In Gulliver’s Travels, Swift uses satire to hold a mirror up to the follies of mankind. Lemuel Gulliver’s travels allow Swift to satirize everything from government and politics to academics and scientific study.

Consider how Swift develops a narrator with a perspective different from his own in order to convey his point of view to the reader. For example, how does Swift use Gulliver’s view of Europe’s superiority to highlight its inferior natures? In a multi-paragraph essay, explain how Swift’s point of view is conveyed through Gulliver’s choice of words, travels to imaginary lands, and attempts to explain his culture to others and other cultures to the reader.

**Teacher Note:** *Students should write a multi-paragraph essay that examines the authors’ point of view, introduces and develops a topic, cites and organizes strong and relevant textual evidence, uses varied transitions to create cohesion, uses precise language, establishes and maintains a formal style and objective tone, and provides a related conclusion. The completed writing should use general academic and domain-specific words and phrases; demonstrate command of conventions of grammar, usage, punctuation, and spelling; and utilize a variance of syntax for effect. (Note: Use peer and teacher conferencing as well as small-group writing time to target student weaknesses in writing and improve student writing ability [e.g., using appropriate organization and style or correct grammar and punctuation]).*