

Tunkhannock Area School District
Grade 10 Language Arts Unit 4 (6 weeks)

Theme: Scrutinize and/or Succumb

What leaves a person longing for more? for something "better?"
How do we balance perfection over production?
Would you advocate for a person or character who has regrets without remorse?
Can you be argumentative without being combative?
When is it time for acceptance?

Common Core Standards:

CC.1.2.9-10.A. Determine a central idea of a text and analyze its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
a. analyze the **cumulative impact** of specific word choices on meaning and tone (**e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone, connotation vs. denotation**).

CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text; **Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**

CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence; analyze how an author **uses rhetoric to advance that point of view or purpose.**

CC.1.3.9-10.D. Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.I Distinguish the claim(s) from alternative or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary non-fiction.

CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience
a. Introduce the precise claim

CC.1.4.9-10.J Create organization that establishes clear relationships among claims, counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

Keystone Eligible Content:

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.

- the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
- the relationship between characters and other components of a text
- the development of complex characters and their roles and functions within a text

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.

L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:

- the relationship between the tone, style, and/or mood and other components of a text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Objectives

Explore and analyze how characters and motives evolve over time to enhance plot development.

Differentiate between being argumentative and being combative (i.e. tone of voice, word choice, etc.) when creating your own writing piece.

Synthesize information across multiple sources and texts to contrast multiparagraph essays using complex sentence structures; develop and strengthen through editing

Apply understanding in a novel way, provide argument or justification for the application

Revise writing to illustrate knowledge of the colon, semicolon, and proper spelling

Compare and contrast two different persuasive speeches based on rhetorical devices to determine which is more appealing and why

After analyzing the craft of persuasive writing, develop a logical argument regarding a current topic or product and present in writing or a debate

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Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
<p>"I Stand Here Ironing" by Tillie Olsen Post-reading activity: Have students consider themes from "I Stand Here Ironing" and choose one. Take that theme and construct a comic strip that illustrates the theme statement that is developed over the course of the text. Be sure students do not create a comic that mimics the piece of literature. It should be an entirely new idea that emulates a theme statement from "I Stand Here Ironing." (W.9-10.3, W.9-10.4, W.9-10.6)</p> <p>"A Doll's House" by Henrik Isben Post-reading activity: Have students write an argumentative piece to their local school board requesting that the school be allowed to stage a production of "A Doll's House." The letter should provide a summary of the story and an argument as to the merit of this work of literature. Using excerpts from the book, students attempt to persuade the School Board to allow the production to occur. (RL.9-10.1, W.9-10.4, W.9-10.10)</p>	<p>"I Stand Here Ironing" by Tillie Olsen (Story)</p> <p><i>A Doll's House</i> by Henrik Isben (Drama)</p> <p>"Song" by John Donne (Poetry)</p> <p>"Speech to the Second Virginia Convention" by Patrick Henry (Informational)</p>	<p>"I Stand Here Ironing" full text: http://members.multimania.co.uk/shortstories/olsenironing.html</p> <p>teaching aid: http://www.thirteen.org/edonline/ntti/resources/lessons/wrinkled/b.html</p> <p>Comic creation site: www.bitstrips.com</p> <p>A Doll's House full text: http://www.gutenberg.org/ebooks/2542</p> <p>teaching aid: http://www.academon.com/Argumentative-Essay-Henrik-Ibsen's-A-Doll's-House/7663</p> <p>vocab list: http://quizlet.com/9899345/a-dolls-house-vocabulary-list1-flash-cards/</p> <p>"Speech to the Second Virginia Convention" background, full text, and audio of dramatic reading: http://www.history.org/almanack/life/politics/giveme.cfm</p>	<p><i>Doll's House</i> :</p> <p>plucky prevaricate magnanimity</p>	<p>Formative</p> <p>Blogging Literature Circles Graphic Organizers Data Wall Quote logs Reading check questions Teacher observation during class Classroom discussions Progress Monitoring through online discussion boards/blogs Exit Tickets Written work by students Textbook assessments</p> <p>Summative</p> <p>Literature Circles Evaluation of Portfolios of Student Work Keystone Exams Textbook Assessments End of Unit Essays/Projects Oral Presentations</p> <p>Benchmark</p> <p>4Sight, AMES WEB</p> <p>Diagnostic</p> <p>AMES Web and running records</p>