Grade 11: Unit 3
Advanced Placement English Language and Composition
Unit on Politics
Course Description

Advanced Placement (AP) English Language and Composition course consists of the development of skill in close reading, analyzing text, writing (critically, analytically and effectively), different forms of rhetoric (narration, description, exemplification, and comparison/contrast), along with speaking, listening, and media literacy skills. This course has been developed using the requirements and guidelines of the current AP English Language and Composition course description. The AP Language and Composition course is organized by thematic units pertaining to: Language, gender, politics, and pop culture. All thematic units come under the umbrella of an overarching essential question about the idea of the American Dream. Each marking period is devoted to close reading of non-fiction and fiction selections, which students will analyze with a focus on drawing conclusions about and reacting to the author’s purpose, intended audience, word choice, tone, author’s syntax and overall style. Students will explore and respond in writing, both formally and informally. During instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author’s intentions, inferring, visualizing, synthesizing and learning multiple strategies to help students monitor their reading comprehension. The media literacy skills will educate students in analyzing print, audio sources, and visual media using a repertoire of response strategies.

The Advanced Placement (AP) English Language and Composition course is designed to assist students in developing the technical writing abilities and the critical lens that is expected of the college level writer. Students will research, organize, and verify information for accuracy and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. They will also publish their work in the school and in the larger community (e.g. online). The course is planned around universal themes and essential questions to encourage students to engage in deep meaningful discussions to socialize intelligence. The workshop model is employed so that all students can improve their skills and voice as writers. The trained teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. The Standards are designed to provide a clear understanding of what students are expected to learn, so that teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrate understanding of essential terminology and strategies for analyzing text.</td>
<td>CCSS: L.11.4, L.11.6</td>
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<tr>
<td>2</td>
<td>Demonstrate and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Determine or clarify the meaning of unknown and multiple meaning words, phrases, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text.</td>
<td>CCSS: W. 11.4, RL. 11.1, RL. 11.4</td>
</tr>
<tr>
<td>3</td>
<td>Produce a research essay. Write routinely over extended time frames (time for research, reflection, and revision). Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relative information from multiple authoritative print and digital sources. Cite strong and thorough using textual evidence to support analysis. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</td>
<td>CCSS: RL. 11.1, W. 11.4, W.11.5, W.11.9</td>
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| 4  | Demonstrate rhetorical modes of writing by writing:  
  ▪ A descriptive essay incorporate examples from class readings to support your essay.  
  ▪ A compare/contrast essay, analyzing how Buckley and Swift make his point.  
  ▪ An argument essay analyzing Hedges piece.  
  ▪ A synthesis essay using multiple texts.  
  ▪ An analysis essay analyzing Steinbeck’s use of rhetorical appeals and narrative’s point of view in *The Grapes of Wrath*. Develop and strengthen writing as needed by planning, revising, | CCSS: RL11.1, L.11.6, W. 11.4, W.11.5, W.11.10                        |
| editing, rewriting. Cite strong and thorough using textual evidence to support inferences drawn from the text. Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain specific vocabulary, and techniques. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline of the writing. |
## Career Ready Practices

### Standards

| CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12 |

1. **CRP2. Apply appropriate academic and technical skills.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

2. **CRP4. Communicate clearly and effectively and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
Career Ready Practices

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
Career Ready Practices

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**
  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and
organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
<table>
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<tr>
<th>Effective Pedagogical Routines/Instructional Strategies</th>
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<tr>
<td>Teacher coaching</td>
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<tr>
<td>Individual and collaborative problem-solving &amp; decision-making</td>
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<tr>
<td>Individual instruction</td>
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<td>Small group instruction</td>
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<tr>
<td>Peer tutoring</td>
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<tr>
<td>Guest speaker(s)</td>
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<tr>
<td>Training manuals and online tutorials</td>
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<tr>
<td>Writing to learn</td>
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<tr>
<td>Making thinking visible</td>
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<tr>
<td>Journal writing and note-taking</td>
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<tr>
<td>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning</td>
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<tr>
<td>Strategies: Close reading, SOAPSTone, OPTIC, and TP-CASTT</td>
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<tr>
<td>Diagrams, charts, templates, visuals and graphs</td>
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<tr>
<td>Visual media</td>
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<tr>
<td>Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

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<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
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### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

The Advanced Placement (AP) English Language and Composition course emphasizes active questioning, analysis, and research skills for students to effectively frame their own arguments by defending, challenging, substantiating, and qualifying their assertions. Thus, exposing students to historical content necessitates making history an essential research source. Using technology and identifying reliable sources also plays a big role when defending or challenging ideas as it is imperative to be able to discern facts from fiction when developing proficiency in sourcing information. Communication, public speaking, and publication skills are involved when developing fluency in student writing skills. For example, when crafting writing assignments students must consider their audience and mode of communication. Students will need to identify the best form of communicating their ideas/analysis, which will enable them to develop proficiency when writing and sharing their ideas over an extended period of time. As a result, the more confident a student becomes in their writing the more proficient they become in communicating and are therefore more inclined to share their ideas with society by way of informal publication such as online blog posts and school displays.
# Enrichment

**Accommodate Based on Students individual Needs: Strategies**

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

<table>
<thead>
<tr>
<th>Open-ended activities and projects</th>
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<tbody>
<tr>
<td>Form and build on learning communities</td>
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<tr>
<td>Providing pupils with experiences outside the ‘regular’ curriculum</td>
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<td>Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.</td>
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<td>A higher quality of work than the norm for the given age group.</td>
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<tr>
<td>The promotion of a higher level of thinking and making connections.</td>
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<tr>
<td>The inclusion of additional subject areas and/or activities (cross-curricular).</td>
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<tr>
<td>Using supplementary materials in addition to the normal range of resources.</td>
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Assessments

Suggested Formative/Summative Classroom Assessments

- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
- Accountable Talk
- Student Conferencing
- Exit Slip
- Instructor’s observation of proper tool and material use
- Quizzes/tests: Given throughout each marking period. Tests will assess comprehension and responses to text, application of rhetorical analysis skills, sentence structures and grammar, vocabulary and literary terms, and use of writing and research skills.
- Practice tests for the AP Exam
- Achievement of civic and social standards through demonstrated workplace skills
- Writing forms - e.g., narrative, expository, analytical, persuasive and argumentative, compare/contrast, and descriptive.
<table>
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<tr>
<th>Grade: Eleven</th>
<th>Unit: 3 Advanced Placement English Language and Composition</th>
<th>Topic: Unit on Politics</th>
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</table>

**New Jersey Core Curriculum Content Standards**

**Common Core State Standards (CCSS):**

- Reading Literature: RL.11-12.1-7; RL.11-12.1; RL.11-12.7
- Reading Informational: RI.11-12.1-4;
- Writing: W.11-12.1; W.11-12.2a-f; W.11-12.4; W.11-12.9-10; W.11-12.4-10; W.11-12.3-6; W.11-12.8
- Speaking & Listening: SL.11-12.1-4; SL.11-12.1-5
- Language: L.11-12.3a; L.11-12.4; L.11-12.5; L.11-12.1-6; L.11-12.1-3

<table>
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<tr>
<th>Student Learning Objectives/Standards</th>
<th>Skills, Strategies &amp; Concepts</th>
<th>Essential Questions (Accountable Talk)</th>
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</thead>
</table>
| 1. Demonstrate understanding of essential terminology and strategies for analyzing text. CCSS: L.11.4, L.11.6 | - Analyze the text  
- Identify key terms in a text  
- close reading  
- questioning the text  
- providing reflection about the text and interpreting and clarifying the text.  
- MLA style for citations, documentation, paraphrasing, and quoting. | - What is the relationship between the citizens and the state?  
- What is the nature of patriotism in a democracy?  
- What is the relationship between patriotism and our country’s revolutionary origin?  
- What are the attitudes of America and Americans toward colonialism?  
- What are the plusses and minuses of colonialism?  
- What is the nature of patriotism in a colonized country? |
| 2. Demonstrate and produce clear and coherent writing in which the development, organization, and style | - Tone  
- Word Choice  
- Cite textual evidence | - What was the impact war has on American culture?  
- What was the modern citizen’s responsibility is to society?  
- How can I determine the main idea? |
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| are appropriate to task, purpose, and audience. Determine or clarify the meaning of unknown and multiple meaning words, phrases, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text. | • Inferences  
• Context Clues  
• Analyzing text  
• Drawing inferences  
• Supporting inferences using pieces from the text  
• Providing evidence and support for inferences made | • How can I support my identified main idea?  
• How can I defend my assertions using key and supporting details?  
• How can I make an inference based on details to unlock underlying meanings?  
• How can I seek additional information to justify inferences and clarify uncertainties? |

CCSS: RL.11.1, RL.11.4, W.11.4

3. Produce a research essay. Write routinely over extended time frames (time for research, reflection, and revision). Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relative information from multiple authoritative print and digital sources. Cite strong and thorough using textual evidence to support analysis. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. |

CCSS: RL.11.1, W.11.4, W.11.5, W.11.9

| • Close reading skills  
• Citing textual evidence  
• Research  
• Style  
• Development  
• Audience  
• Purpose  
• Organization  
• Task | • What is the American dream?  
• Discuss the responsibilities of a citizen in a democracy.  
• How can writing be edited for clarity?  
• How can I justify that my writing is coherent and appropriate for the audience and the audience’s prior-knowledge base?  
• How can my style provide clarity and coherency?  
• How can I better organize my ideas and claims to increase clarity?  
• In what ways can I enhance the development of my ideas and claims? |
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<tr>
<td>4. Demonstrate rhetorical modes of writing by writing:</td>
<td>• Revise &amp; edit</td>
<td>• What was the main idea and/or theme in Kincaid’s essay?</td>
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<tr>
<td>▪ A descriptive essay incorporate examples from class readings to support your essay.</td>
<td>• Cite textual evidence</td>
<td>• What were some main points you found important?</td>
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<td>▪ A compare/contrast essay, analyzing how Buckley and Swift make his point.</td>
<td>• Draw inferences</td>
<td>• How can I make my writing stronger?</td>
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<td>▪ An argument essay analyzing Hedges piece.</td>
<td>• Understand and use precise language/vocabulary</td>
<td>• What is the best way to revise and rewrite my work so far? How can I justify my changes?</td>
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<tr>
<td>▪ A synthesis essay using multiple texts.</td>
<td>• Descriptive Writing</td>
<td>• How can I change my writing significantly without sacrificing meaning and purpose?</td>
</tr>
<tr>
<td>▪ A analysis essay analyzing Steinbeck’s use of rhetorical appeals and narrative’s point of view in <em>The Grapes of Wrath.</em></td>
<td>• Argumentative Writing</td>
<td>• What is most important to my audience?</td>
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<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting. Cite strong and thorough using textual evidence to support inferences drawn from the text. Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain specific vocabulary, and techniques. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline of the writing.</td>
<td>• Synthesis and Analysis Writing</td>
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<td>• Support analysis using textual evidence and MLA style citations</td>
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<tr>
<td>#</td>
<td>SLO</td>
<td>Sample Activities/Lesson Starters</td>
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</table>
| 1 | Demonstrate understanding of essential terminology and strategies for analyzing text. CCSS: L.11.4 | - Students will keep a daily Dialectical Journal for note-taking, which will assist with close readings, questioning the text, providing reflection about the text, and interpreting and clarifying the text.  
- Engage in accountable talk to determine meaning of terminology & phrase’s implied message. - Provide students with a text that has different essential literary and rhetorical devices in it and ask them to identify and explain its significances.  
- Students will demonstrate understanding of MLA style for citations, documentation, paraphrasing, and quoting.  
- Students will continue to demonstrate understanding of essential literary and rhetorical devices:  
  - **Rhetorical appeals**: Ethos, pathos, and logos.  
  - **Rhetorical modes**: Argumentation/persuasion, description, narration, exemplification, synthesis, extended definition, analysis, division/classification, comparison/contrast, and cause/effect.  
  - **Repetition (rhetorical device)**: Anaphora, Alliteration, and Assonance.  
  - **Figurative Language**: Simile, metaphor, personification, and hyperbole.  
  - Literary elements.  
  - **Imagery**: Auditory (sound), tactile (touch), olfactory (smell), gustatory (taste), visual (sight), and kinesthetic (movement).  
  - **Irony**: Verbal, situational, and dramatic.  
  - **Diction - Types and levels (articulation)**: Types: (concrete vs. abstract, literal vs. figurative, and denotation vs. connotation) and Levels - standard, informal, and non-standard (cliché, colloquial, slang, pun, idiom, and dialect).  
  - **Literary devices**: Allusion, analogy, allegory, epigraph, flashback, foreshadow, satire, synecdoche, metonymy, parallelism, juxtaposition, tone, voice, syntax, and etc.  
  - Students will work independently, collaboratively in small group, and in large group settings when analyzing text.  
  - Students will continue to use and demonstrate an understanding of strategies for reading and analyzing text: (additional details in resource section). |
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<td><strong>2</strong></td>
<td>Demonstrate and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Determine or clarify the meaning of unknown and multiple meaning words, phrases, and figures of speech. Cite strong and thorough using textual evidence to support inferences drawn from the text.</td>
<td><strong>•</strong> Write an objective summary for the selection without including extraneous information. Show an understanding of the argument and the claims made. Identify two claims and determine how those claims are developed in the text. Present a coherent, organized explanation, conclude in a logical way that supports the explanation, use correct spelling, grammar, and punctuation. Use textual evidence and cite using the MLA style citations. <strong>•</strong> Distinguish tone in the selected readings and identify the words which contribute to tone. <strong>•</strong> Select one reading from this unit and identify the following: Main idea/theme, the meaning of unknown words and phrases using context clues, literary devices, and irony. Identify the textual evidence that supports your findings. <strong>•</strong> Identify the purpose of a text. Respond to the needs of different audiences. <strong>•</strong> Adopt appropriate voice, tone, syntax, grammar, and level of formality to writing.</td>
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<tr>
<td><strong>3</strong></td>
<td>Produce a research essay. Write routinely over extended time frames (time for research, reflection, and revision). Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relative information from multiple authoritative print and digital sources. Cite strong and thorough using textual evidence to support analysis. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</td>
<td><strong>•</strong> Research essay: From the over-arching theme of the American Dream students are to successfully narrow their research topic and complete preliminary research. Sources must include at least one of the readings from the unit, and at least seven sources over all. At least one source must be visual. The researched essay must be 8-10 typewritten pages (not counting citation page), fully annotated, and must use active voice. <strong>•</strong> Use close reading skills to examine the arguments in various texts. <strong>•</strong> Use textual evidence and correct citations (MLA format) in their analysis. <strong>•</strong> Implement various techniques and strategies to organize information gathered from close readings. In addition to the reading-based units listed in this course, completing a research-based essay is a component of this marking period. From the over-arching theme of the American Dream, students should have by now successfully narrowed their topic and completed preliminary research. Sources must include at least one of the readings from the unit, and at least seven sources over all. At least one source must be visual. The researched essay must be 8-10 typewritten pages (not counting citation page), fully annotated, and must use active voice.</td>
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<tr>
<td><strong>4</strong></td>
<td>Demonstrate rhetorical modes of writing by writing:</td>
<td><strong>•</strong> Have students do a close read and highlight main points in each text.</td>
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A descriptive essay incorporate examples from class readings to support your essay.

A compare/contrast essay, analyzing how Buckley and Swift make his point.

An argument essay analyzing Hedges piece.

A synthesis essay using multiple texts.

A analysis essay analyzing Steinbeck’s use of rhetorical appeals and narrative’s point of view in The Grapes of Wrath.

Develop and strengthen writing as needed by planning, revising, editing, rewriting. Cite strong and thorough using textual evidence to support inferences drawn from the text. Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain specific vocabulary, and techniques. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline of the writing.

Using a graphic organizer, compare & contrast different author’s word choice and their point of view.

Writing/analysis – Descriptive essay: The model for the first student essay in this unit is “On Seeing England for the First Time,” by Jamaica Kincaid.

What is ironic about the title “On Seeing England for the First Time?” Why is the use of irony important as it relates to the author’s purpose?

Jamaica Kincaid says, “I had long ago been conquered.” What does she mean by this?

What is the effect of the shirt shopping example Kincaid provides? What does this suggest about her attitude toward England?

Prompt: After reading Kincaid’s essay and considering the foregoing questions, write a 2-3 page essay in which you describe the experience of seeing something important for the first time, or the experience of considering something important that you have seen many times.

Writing/analysis: Compare/Contrast essay:

The models for the second student essay in this unit are “A Modest Proposal” by Jonathan swift and the later day “A Modest Proposal” by Christopher Buckley, published in The New Yorker in 1996.

In “A Modest Proposal,” how does Swift reveal the speaker’s character through tone and style? What conclusions are we led to draw about the speaker?

What is the difference between the content of the speaker’s words and the ultimate satiric intent of the author?

How are satire and hyperbole used effectively to make a point?

Prompt: After reading the two essays and considering the foregoing questions, write a 2-3 page essay in which you compare and contrast the two pieces, illustrating how each essayist makes his point.

Writing/analysis – Argument essay:

The model for the third student essay in this unit is an excerpt from the book “The Destruction of Culture” by Chris Hedges.

What is Chris Hedges’ purpose in the opening of his essay when he uses both exposition and argument?

In your opinion, what is Hedges most provocative use of language?

Prompt: After reading the Hedges piece, and considering the foregoing questions as well as everything you know from all available sources about the Iraq War, write a 2-3 page argument essay in which you describe the impact of the Iraq War on American culture.

Writing/analysis – Synthesis and persuasive essay:
Prompt: After reading “On the Duty of Civil Disobedience” by Henry David Thoreau, research what other writers, both his contemporaries as well as those from later eras, have said about his essay and about the subject of civil disobedience as they would apply it in their own day. Then, after considering all you have read as well as the foregoing questions, write a persuasive essay which addresses the following question: What is the modern citizen’s responsibility to society, and how (if at all) would civil disobedience play a part in that responsibility? In your essay, be sure to synthesize content from Thoreau as well as three other writers whose work on the subject you read.

- In paragraph 1, Thoreau makes a distinction between the government and the people; what meaning is he trying to convey to the reader by doing this? Why does he begin the essay this way?
- Why does Thoreau refer to civil disobedience as a right and a duty for a citizen? What purpose is he trying to convey by doing this?
- What are the two government policies Thoreau most objectives to? How does he explain his meaning by doing this?
- Which of the three classic appeals; logos, ethos, or pathos, does Thoreau use in paragraph 21, where he give the government a human fact? What is Thoreau’s purpose for doing this? Defend your answer.
- Write an imitation of Thoreau’s paragraph 21 regarding today’s face of the government. Explain how Thoreau’s essay speaks to use today. Is the essay dated? Is it still relevant? Does Thoreau’s meaning carry over into the twenty-first century?

- **Writing/analysis - Analysis Essay: The Grapes of Wrath**
  - How does Steinbeck make use of logos, pathos, and ethos in Chapters 1, 3, 5, and 7?
  - In Chapter 9, how does Steinbeck use language to convey his purpose?
  - In Chapter 11, Steinbeck establishes a sense of loss; how does he do this?
  - In Chapter 12, what rhetorical devices does Steinbeck use to establish the tone of this chapter?
  - In Chapter 14, Steinbeck uses personal tragedy, “I am alone and I am bewildered…we lost our land… We have a little food… the baby has a cold. Here, take the blanket…take it for the baby…This is the beginning – from ‘I’ to ‘we.’” How does the diction reinforce the central belief about mankind that Steinbeck conveys in Chapter 14?
  - In Chapter 15, Steinbeck’s style changes slightly; he moves from the anonymous to being more personal – Minnie, Susy, or Moe; Joe, Carl or Al. Why does he do this?
Later in the same chapter, Steinbeck writes, “The little boys raised their eyes to her faced and they stopped breathing; ...their half-naked bodies were rigid. ‘Oh – them. Well, no them’s two for a penny’...‘Them wasn’t two-for-a-cent candy,’... ‘What’s that to you?’” How does this stylistic change affect the meaning of this scene? Does the stylistic change add to or lessen the impact of the scene?

**Prompt:** Considering the foregoing questions, write an analytic essay in which you examine and identify Steinbeck’s use of rhetorical modes such as logos, pathos, and ethos. Consider all the ways in which the author makes us of the alternate chapters in which he steps out of the narrative and addresses the reader.
<table>
<thead>
<tr>
<th>Project (Suggested)</th>
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<tr>
<td>Independent article analysis</td>
<td>Book report</td>
<td>Comparison essay</td>
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<td>Multi-article analysis and synthesis</td>
<td>Mini research project</td>
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## RESOURCES FOR UNIT # 3


### Readings:
- “On Seeing England for the First Time” by Jamaica Kincaid
- “A Modest Proposal” by Jonathan Swift
- From *The Destruction of Culture* by Chris Hedges
- “On the Duty of Civil Disobedience” by Henry David Thoreau
- “Every Dictator’s Nightmare” by Wole Soyinka
- “On The Rainy River” by Tim O’Brien (fiction)
- Conversation with an American Writer” by Yevgeny Yevtushenko (poetry)
- *The Grapes of Wrath* by John Steinbeck
- Excerpts from *The Crucible* by Arthur Miller

### Media Literacy/Visual Text:
- “Guernica” painting by Pablo Picasso
- Cover of *The New Yorker*, March 17, 2003
- Cover of *Harper’s*, April 2003
## RESOURCES FOR UNIT # 3

### Strategy Templates/Overview:

- Dialectical journal & close readings: See chart A
- Binder: See chart A
- Syntax Analysis Chart: See chart B
- Toulmin Model: See chart G

### Guest speaker(s):

Poet visits (affiliated with the Dodge Poetry Festival) - [http://www.dodgepoetry.org/schools/dodge-poet-visits/](http://www.dodgepoetry.org/schools/dodge-poet-visits/)

### Grading rubrics:

- PARCC – “GRADES 6-11 CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (Revised July 29, 2014)*, Research Simulation Task and Literary Analysis Task (* This rubric is subject to further refinement based on research and study.)” – Source: [http://www.parconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf](http://www.parconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf), [https://www.parconline.org/samples/english-language-artsliteracy/writing-forms](https://www.parconline.org/samples/english-language-artsliteracy/writing-forms) – See chart I

### Educational Technology:

- Online courses – The Paterson school district has made online tutorials/courses available through PLATO Courseware: [https://ple.platoweb.com/Account/SignIn](https://ple.platoweb.com/Account/SignIn)
- Free teacher and student blog pages are available on:
- Google docs:
  - 32 ways to use Google docs in the classroom - free: [https://docs.google.com/presentation/d/1_6fh7wXkugHQbbA2lRrjsFqysvclJCbui2l3Oc912D8/present#slide=id.i0](https://docs.google.com/presentation/d/1_6fh7wXkugHQbbA2lRrjsFqysvclJCbui2l3Oc912D8/present#slide=id.i0)
  - Free online Google training for educators: [http://www.google.com/edu/training/tools/drive/level2.html](http://www.google.com/edu/training/tools/drive/level2.html)
  - [https://www.teachingchannel.org/videos/fostering-student-collaboration](https://www.teachingchannel.org/videos/fostering-student-collaboration)
- Game based learning - Online Game creator:
  - Jeopardy: [https://www.superteachertools.net/jeopardy/](https://www.superteachertools.net/jeopardy/), additional games: [https://www.superteachertools.net/](https://www.superteachertools.net/)
RESOURCES FOR UNIT # 3

**Journal:**

Students will keep a *daily Dialectical Journal*. This journal provides a note-taking format for questioning the text, providing reflections about the text, and interpreting and clarifying the text. The content of this journal will be pulled directly from students’ own reading of the material that they have been assigned. It will also include teacher provided quotes from authors whose works are being read during the year to demonstrate a particular use of language.

Students will use the Dialectical Journal in conjunction with their Close Reading of chunks of text or entire selections with the express purpose of being able to pull words, phrases, sentences, or excerpts and draw conclusions about a character’s motives, author’s purpose, author’s use of diction, or another identified focus.

Students will use the left column of the Dialectical Journal to:

- Cite select words, phrases, sentences or passages directly from the text; document (include page references)
- Paraphrase select passages; document (include page references)
- Summarize as appropriate

Students will use the right column of the Dialectical Journal to write their own emotional reactions, questions, clarifications, and/or reflections.

During the first marking period the teacher will evaluate the journal on a weekly basis. For the remainder of the year, the teacher will evaluate the journals every other week.

**Binder:** AP Students will maintain loose-leaf binder notebooks, divided into sections as follows: 1. Class notes. 2. Analysis Strategies (graphic organizers, SOAPSTone, OPTIC, TP-CASTT, Syntax Analysis Charts, etc.). 3. Grammar/Writing Templates (e.g. They Say/I Say, Toulmin Model, Graff, MLA formatted documentation and citations, and a variety of sentence constructions). 4. Literary terms and vocabulary. 5. Supplemental Readings and Handouts. 6. Error Analysis.
Syntax Analysis Chart

A Syntax Analysis Chart is a strategy for style analysis as well as an effective revising technique for a student’s own writing. The syntax analysis chart is a five-column table with these headings: Sentence Number, First Four Words, Special Features, Verbs, and Number of Words per Sentence. This tool will help students examine how style adds to meaning and purpose. It helps students identify various writing problems such as: repetitiveness, verb choices, lack of syntactical variety, and lapses in overall organization.

<table>
<thead>
<tr>
<th>Sentence Number</th>
<th>First Four Words</th>
<th>Special Features</th>
<th>Verbs</th>
<th>Number of Words Per Sentence</th>
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# RESOURCES FOR UNIT # 3

**Graff Templates**

The Graff Template is a template used for composing an argument. It helps students use the elements of an argument—claim, support, examples—to guide their reading and writing processes. It also provides a framework for students to analyze and critique argumentation. This is a useful structure for students to follow until they internalize the process and become fluent in using key signal phrases that are part of academic writing.

Students will analyze and write about an argument by using a template with signal phrases that are used to:

- Introduce quotations
- Explain quotations
- Introduce something that is assumed or implied
- Draw a conclusion about what the author did
- Provide a reasoned personal response
- Draw a conclusion in response to the argument

## Index of Templates

**INTRODUCING WHAT “THEY SAY”**

* A number of sociologists have recently suggested that X’s work has several fundamental problems.
* It has become common today to dismiss X’s contribution to the field of sociology.
* In their recent work, Y and Z have offered harsh critiques of Dr. X for ____________.

**INTRODUCING “STANDARD VIEWS”**

* Americans today tend to believe that ____________.
* Conventional wisdom has it that ____________.
* Common sense seems to dictate that ____________.
* The standard way of thinking about topic X has it that ____________.
* It is often said that ____________.

**INTRODUCING SOMETHING IMPLIED OR ASSUMED**

* Although none of them have ever said so directly, my teachers have often given me the impression that ____________.
* One implication of X’s treatment of ____________ is that ____________.
* Although X does not say so directly, she apparently assumes that ____________.
* While they rarely admit as much, ____________ often take for granted that ____________.

**INTRODUCING AN ONGOING DEBATE**

* In discussions of X, one controversial issue has been ____________.
* On the one hand, ____________ argues ____________.
* On the other hand, ____________ contends ____________.
* Others even maintain ____________.
* My own view is ____________.
* When it comes to the topic of ____________, most of us will readily agree that ____________.
* Where this agreement usually ends, however, is on the question of ____________.
* Whereas some are convinced that ____________, others maintain ____________.

---

* I’ve always believed that ____________.
* When I was a child, I used to think that ____________.
* Although I should know better by now, I cannot help thinking that ____________.
* At the same time that I believe ____________, I also believe ____________.

---

**They Say/I Say/Graff Templates**

Chart D:

**OPTIC**

This strategy is highlighted in Walter Park’s book *How to Study in College* and presents students with key concepts to think about when approaching any kind of visual text, i.e., graphic and visual images as forms of text and the connection of these images to written texts. The following is a sample of an OPTIC lesson with its concurrent steps:

1. Provide student with a single visual text that shows a position or point of view on an issue. One example is Dorothea Lang’s 1936 photo of a migrant mother and her children (Current Issues and Enduring Questions, 156) which showed the American public the poverty of displaced workers during the Great Depression of the 1930s.

2. Instruct students on the OPTIC strategy, step by step.
   - **O is for overview** – write down a few thoughts on what the visual appears to document.
   - **P is for parts** – focus on the parts of the visual. Write down any elements or details that appear to be important.
   - **T is for title** – highlight the words of the title of the visual (if one is available).
   - **I is for interrelationships** – use the title as the theory and the parts of the visual as clues to detect and isolate the interrelationships in the graphic.
   - **C is for conclusion** – draw a conclusion regarding the visual in total. What does the visual mean? Summarize the message of the visual in one or two sentences.

3. Assess the effectiveness of this strategy in analyzing visuals. Assessment can be a classroom discussion of the summaries students wrote regarding the message of the visual.

4. Compare and contrast the visual with an expository text dealing with the same subject matter but perhaps from a different position.
RESOURCES FOR UNIT # 3

SOAPSTone

The use of this methodology will enable students to devise a more academic thesis. It is also the AP teacher’s responsibility to provide instruction and feedback on student writing both before and after students revise their work.

**Speaker:** The individual or collective voice of the text.

**Occasion:** The event or catalyst causing the writing of the text to occur.

**Audience:** The group of readers to whom the piece is directed.

**Purpose:** The reason behind the text.

**Subject:** The general topic and/or main idea.

**Tone:** The attitude of the author.
TP-CASTT

This is a poetry analysis strategy which provides students with a framework of routine questions for analyzing, discussing, critiquing, and writing about poetry.

- **Title**: Think about the title before reading the poem. What do you think the poem will be about?
- **Paraphrase**: Read the poem and translate it into your own words.
- **Connotation**: Think about more than the dictionary meaning of the words. What are the ideas and feelings associated with select words?
- **Attitude**: What is the speaker’s attitude? Is it the same as the poet’s? How do you know?
- **Shifts**: Are there any shifts in speakers? Or, does the attitude of the speaker change anywhere in the poem?
- **Title**: Think about the title again. Do you see a different meaning? Explain.
- **Theme**: What is the poet’s overall message about human nature or about life in general?
Toulmin Model

The Toulmin Model is an Argument Analysis Template which helps students analyze and critique argumentation. It provides a clear framework to help students outline and compose a logical thesis as the basis for planning and developing a convincing argument.

This model divides arguments into three parts: the claim, the grounds and the warrant. The claim is the main point of the essay. The claim may be stated directly as the thesis or it can be implied. The grounds, which are used to support the claim, can be appeals to the emotions or values of the audience or objective evidence. The warrant is the inference that connects the claim to the grounds. It can be a belief that is taken for granted or an assumption that underlies the arguments (Kirszner, 566).

Students will employ academic writing to frame the statement identifying the claim, grounds and warrant.
Chart H – College Board AP Language and Composition Scoring Rubric. For full scoring rubrics visit: College Board


(e.g. 2014: http://media.collegeboard.com/digitalServices/pdf/ap/ap14_english_language_scoring_guidelines.pdf)
### Chart I: PARCC – “GRADES 6-11 CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (Revised July 29, 2014)*, (* This rubric is subject to further refinement based on research and study.)” For full scoring rubrics visit source: [http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf](http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf), [https://www.parcconline.org/samples/english-language-artsliteracy/writing-forms](https://www.parcconline.org/samples/english-language-artsliteracy/writing-forms)

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<tr>
<td><strong>Reading Comprehension of Key Ideas and Details</strong></td>
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<td><strong>Score 4</strong></td>
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<td>The student response demonstrates the comprehension of ideas stated explicitly and implicitly by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.</td>
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</tbody>
</table>

| **Writing Written Expression** |
| **Score 4** | **Score 3** | **Score 2** | **Score 1** | **Score 0** |
| The student response demonstrates coherent, unified, and coherent writing that is easy to follow and easy to understand the writer's progression or ideas. | The student response demonstrates organization and development of the ideas or topic that is somewhat appropriate to the task, by using clear reasoning supported by relevant textual evidence. | The student response addresses the task and provides some application of the ideas or topic that is somewhat appropriate to the task, by using some reasoning and text based evidence. | The student response addresses the task and provides some application of the ideas or topic that is somewhat appropriate to the task, by using some reasoning and text based evidence. | The student response does not address the task or is inappropriate to the task; |

| **Writing Knowledge of Language and Conventions** |
| **Score 4** | **Score 3** | **Score 2** | **Score 1** | **Score 0** |
| The student response is in the prompt demonstrates that the command of the conventions is consistent in an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but overall, the meaning is clear. | The student response is in the prompt demonstrates that the command of the conventions is consistent in an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but overall, the meaning is clear. | The student response is in the prompt demonstrates limited command of the conventions in an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. | The student response is in the prompt demonstrates limited command of the conventions in an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding. | The student response is in the prompt demonstrates limited command of the conventions in an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding. |