



**Literacy Design  
Collaborative**

# Uncovering Context

by Kat S. Hatler

In this 4-6 week unit, students will read an extended anchor text (e.g. *To Kill a Mockingbird*) exploring various themes: race, gender, age, etc. As they progress through the unit, students will read a variety of supplemental texts on the issues of inequity presented in the anchor text. The nonfiction / informational texts range from news reports, research, and infographics to opinion pieces, murals and art work, poems, and short stories. Students will analyze this rich variety of texts so they can understand that writers use different modes, genres, and techniques to express their perspectives on given issues. Class discussions will allow students to explore how different contexts impact our perspectives and how we write about issues or themes in the world around us. The unit will culminate with students writing a multi-genre text expressing their own perspective on an issue of inequity relevant to them.

---

GRADES

**9**

DISCIPLINE

 **ELA**

COURSE

**Any**

## Section 1: What Task?

### Teaching Task

#### Task Template 8 - Argumentation

How do you authors support a position using logical, emotional, and ethical appeals? After reading Harper Lee's *To Kill a Mockingbird* and many different stories, poems, and articles on issues of inequity in a community , write a multi-genre text in which you include a combination of writing styles that may include personal experience, textual analysis, infographic, and perhaps a visual representation in which you identify a problem and argue that it represents inequity in your community and propose a solution. Support your position with evidence from the text(s).

### Common Core State Standards

#### Reading Standards for Informational Text

**RI.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2**

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.10**

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

## Writing Standards

W.9-10.1

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

W.9-10.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1.c

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1.b

Develop claim(s) and counterclaims 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.

W.9-10.1.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5

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.

W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9.b

Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W.9-10.9.a

Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

W.9-10.10

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

## Additional Standards

### CCSS

#### *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and*

#### *Technical Subjects*

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3**

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).

**RL.9-10.5**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**RL.9-10.6**

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.

### Integration of Knowledge and Ideas

**RL.11-12.9**

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**RL.11-12.7**

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RL.9-10.9**

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**RL.9-10.7**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

**RL.8.9**

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**RL.8.7**

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**RL.7.9**

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**RL.7.7**

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**RL.6.9**

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical

novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.3.9

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

—

(Not applicable to literature)

RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in

the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.

## Texts

### To Kill a Mockingbird by Harper Lee

The unforgettable novel of a childhood in a sleepy Southern town and the crisis of conscience that rocked it, *To Kill A Mockingbird* became both an instant bestseller and a critical success when it was first published in 1960. It went on to win the Pulitzer Prize in 1961 and was later made into an Academy Award-winning film, also a classic. Compassionate, dramatic, and deeply moving, *To Kill A Mockingbird* takes readers to the roots of human behavior - to innocence and experience, kindness and cruelty, love and hatred, humor and pathos. Now with over 18 million copies in print and translated into forty languages, this regional story by a young Alabama woman claims universal appeal. Harper Lee always considered her book to be a simple love story. Today it is regarded as a masterpiece of American literature.

### Master Harold ... and the boys. By Athol Fugard

**\*\*Can be used instead of To Kill a Mockingbird\*\*** "Master Harold"...and the Boys is a play by Athol Fugard. It was first produced at the Yale Repertory Theatre in early 1982 and made its premiere on Broadway on 4 May at the Lyceum Theatre, where it ran for 344 performances. The play takes place in South Africa during apartheid era, and depicts how institutionalized racism, bigotry or hatred can become absorbed by those who live under it. The play was initially banned from production in South Africa.

### The Grapes of Wrath by John Steinbeck (Lexile 680)

**\*\*Can be used instead of To Kill a Mockingbird\*\*** A portrait of the conflict between the powerful and the powerless, of one man's fierce reaction to injustice, and of one woman's stoical strength, the novel captures the horrors of the Great Depression and probes into the very nature of equality and justice in America. The *Grapes of Wrath* summed up its era in the way that *Uncle Tom's Cabin* summed up the years of slavery before the Civil War. Sensitive to fascist and communist criticism, Steinbeck insisted that "The Battle Hymn of the Republic" be printed in its entirety in the first edition of the book—which takes its title from the first verse: "He is trampling out the vintage where the grapes of wrath are stored." At once a naturalistic epic, captivity narrative, road novel, and transcendental gospel, Steinbeck's powerful landmark novel is perhaps the most American of American Classics.

### Bury My Heart at Wounded Knee by Dee Brown (Lexile 1080)

**\*\*Can be used instead of To Kill a Mockingbird\*\*** Using council records, autobiographies, and firsthand descriptions, Brown allows great chiefs and warriors of the Dakota, Ute, Sioux, Cheyenne, and other tribes to tell us in their own words of the series of battles, massacres, and broken treaties that finally left them and their people demoralized and decimated. A unique and disturbing narrative told with force and clarity, *Bury My Heart at Wounded Knee* changed forever our vision of how the West was won, and lost. It tells a story that should not be forgotten, and so must be retold from time to time.

### The Secret Life of Bees by Sue Monk Kidd (Lexile 840)

**\*\*Can be used instead of To Kill a Mockingbird\*\*** When Lily's fierce-hearted black "stand-in mother," Rosaleen, insults three of the town's most vicious racists, Lily decides they should both escape to Tiburon, South Carolina—a town that holds the secret to her mother's past. There they are taken in by an eccentric trio of black beekeeping sisters who introduce Lily to a mesmerizing world of bees, honey, and the Black Madonna who presides over their household. This is a remarkable story about divine female power and the transforming power of love—a story that women will share and pass on to their daughters for years to come.

**LDC Student Work Rubric - Argumentation**

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
<b>Reading/Research</b>	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
<b>Development</b>	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
<b>Content Understanding</b>	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

### ***Background for Students***

To complete the multi-genre task, students should know different modes of writing (narrative, persuasive, argument, descriptive, expository/informational), different genre of writing within those modes (e.g., for narrative: memoir, personal narrative, slice of life, biography, autobiography), and the writing process. In addition, students should have experiences with a variety of different readings including literary text, nonfiction, argument, commentary, and visual texts.

### ***Extension***

Students will maintain a journal to record their responses to the various inequity issues, critique author's craft, or reflect on their learning. The format could be at teacher discretion – perhaps including dialogue journal (<http://www.adlit.org/strategies/22091/>), two column notes ([https://www.teachervision.com/tv/printables/prodev/PAS\\_Double-Entry-Journal.pdf](https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf)), etc. There are six required journal entries to be worked on during class focusing on the connection between the novel *To Kill A Mockingbird* and other supplemental readings.

Teacher Resource: Unit Plan

- <http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf>

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**ACTIVE READING > DISCUSSION:** Discuss with peers the connection between different texts with similar themes and issues.

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**ACTIVE READING > QUESTIONING:** Question different issues that are present within the text.

**ACTIVE READING > DISCUSSION:** Discuss with peers the connections between different texts with similar themes and issues.

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**ACTIVE READING > DISCUSSION:** Discuss with peers the connections between different texts with similar themes and issues.

### ***Transition to Writing***

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:** Synthesize information so that students can begin considering ways to purposefully consolidate information.

**INITIATION OF TASK > RECONSIDERING THE PROMPT:** Return to the writing prompt and use new information to reconsider what it is asking.

### ***Writing Process***

**PLANNING > OUTLINING THE WRITING:** After choosing their topic, create an of the introduction, body, and conclusion, including your thesis statement, evidence, and support.

**REVISION, EDITING, AND COMPLETION > PEER EDITING:** Students will help their peers edit and revise their drafts in order to produce a final product.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<i>Preparing for the Task</i>				
15 mins	<p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>VALUES RANKING SHEET PROMPT:</b></p> <p>Values are things that are important to you in life. They help you decide how to behave and can be shaped by your family, friends, and/or religion. In order to explore your own values further -</p> <p>1) Look at a list of 22 values and rank these values ("1" being the most important to you to "22" being the least important to you).</p> <p>2) Read a list of claims and identify your response by selecting if you agree and disagree with each idea.</p> <p>3) Freewrite about one value you select from the Values and Claims Handouts used in Steps 1 and 2.</p> <p><b>PRODUCT:</b></p> <p>Completed Values and Claims Handout; Freewrite Response</p>	<ul style="list-style-type: none"> <li>• Responds to each value statement and claim.</li> <li>• Freewrites about one value using specific details.</li> <li>• Engages in pair discussions using freewrite and handouts.</li> </ul>	<p><i>This activity works well as a pre-writing or pre-reading activity during a literature unit to help students gauge their own opinions about different values.</i></p> <ol style="list-style-type: none"> <li>1. First, students will rank their values using the Values Handout and Claims Handout.</li> <li>2. Engage students in writing about what they value the most using the Reflecting on a Word Activity. Students will pick their number one value from the Values Handout or Claims Handout and freewrite about the word for 5 minutes. Answer the question: "What is your number one value and why? What would you do if your community, political leaders, friends, family, etc. took away that one value?"</li> <li>3. Students will share and discuss freewrite responses in pairs and then as a whole group.</li> </ol> <p><i>ELA/10th Grade</i></p> <p><i>Adapted from HS for Media and Communications - NYC/Empire State Writing Project/National Writing Project</i></p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li> <a href="#">Values Handout (Word Version)</a></li> <li> <a href="#">Values Handout (PDF)</a></li> <li> <a href="#">Claims Handout (PDF)</a></li> <li> <a href="#">Claims Handout (Word Version)</a></li> </ul>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
25 mins	<p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>INEQUITY ORGANIZER</b> The teacher provides a note-catcher so that students can begin considering the themes that will be the focus of the unit.</p> <p>After watching a SparkNotes video clip on Harper Lee's <i>To Kill a Mockingbird</i>, students interact with a teacher created note-catcher that describes examples of inequity in the book.</p> <p>Present the note-catcher before reading so students have a reference and know what to look for while reading.</p>	<ul style="list-style-type: none"> <li>Completed exit-slip with two questions answered with 3-5 sentences and at least 5 examples of similar themes.</li> </ul>	<p>Provide the definition of inequity and shortly discuss what it will mean for the novel.</p> <p>Students watch the short (seven minute) SparkNotes clip on <i>To Kill a Mockingbird</i>. Provide a completed note-catcher that describes examples of inequity in the book with room in the margins or bubbles for students to add examples from the video to their note-catcher.</p> <p>Students will focus on two skills:</p> <ul style="list-style-type: none"> <li>Select the more important evidence, considering specific criteria and the context of the communication</li> <li>Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> </ul> <p>Students will complete an exit slip exploring the following questions:</p> <ul style="list-style-type: none"> <li>What is a common theme that you have found in the questions from this activity?</li> <li>Make a prediction as to how this theme will be present in the novel, <i>To Kill A Mockingbird</i>.</li> <li>Brainstorm at least five other pieces of literature, movies, songs, or television shows/episodes in which themes of inequity are present.</li> </ul>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li><a href="#">🔗 Video Sparknotes: To Kill a Mockingbird</a></li> <li><a href="#">🔗 Exit Slip form</a></li> <li><a href="#">🔗 To Kill A Mockingbird Graphic Novel</a></li> </ul>				
10 mins	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>PARAPHRASED TEACHING TASK</b> Read the task carefully, underline key words, circle words you do not know, and restate the task in your own words.</p>	<p>Product meets criteria if:</p> <ul style="list-style-type: none"> <li>Task is annotated with key words underlined.</li> <li>Task is restated using at least 2-3 sentences.</li> <li>Task is restated using language that is appropriate and original.</li> </ul>	<ol style="list-style-type: none"> <li>Review definitions of "paraphrase" and "annotate" and discuss how they are connected.</li> <li>Model how to closely read, and annotate a task (see teacher handout). Then model how to restate the task in your own words.</li> <li>Have students practice closely reading, annotating, and restating a task.</li> <li>Introduce the actual task.</li> <li>Have students work individually or in pairs to complete the full process with the relevant task. Share out ideas.</li> </ol> <p>Additional Instruction</p> <p>Ideas adapted from: Jaclyn M. Wells, Sara Ballute &amp; Timothy Lent</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li> <a href="#">TaskParaphrase_StudentWork.pdf</a></li> <li> <a href="#">Understanding the Task - TEACHER COPY.pdf</a></li> <li> <a href="#">Understanding the Task.doc</a></li> <li> <a href="#">Understanding the Task.pdf</a></li> </ul>				

# Uncovering Context

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>GRAPHIC ORGANIZER: "I DO"</b> Bring in videos, news reports/articles, political cartoons, etc. representing competing/conflicting perspectives on a current topic so that students can discuss issues of inequity raised in today's cultural /social climate.</p> <p>Students will complete a graphic organizer to capture evidence and be able to compare and contrast the different perspectives on the issue of race in social inequity.</p>	<ul style="list-style-type: none"> <li>Completed graphic organizer.</li> </ul>	<p>As a whole class, watch different clips, read articles, and view political cartoons and images on a current issue and complete a graphic organizer to capture evidence and be able to compare and contrast the different perspectives on the issue. Bring in videos, news reports/articles, political cartoons, etc. representing competing/conflicting perspectives on a current topic so that students can discuss issues of inequity raised in today's cultural/social climate.</p> <p>After watching the clips, reading, and looking at the images, have the students take notes and discuss as a whole class what differences and similarities they see in the different sources. The teacher will lead the note taking with the graphic organizer on the board while the students follow along during the discussion and have the completed graphic organizer at the end of the class period. The teacher will complete the double-bubble graphic completely, showing students how to take effective notes and provide specific details and even direct quotes. <i>All other graphic organizer's will be completed using the standards set by the teacher during this process including amount desired, number of wanted direct quotes or paraphrased information.</i></p> <p>The graphic organizer should focus on:</p> <ul style="list-style-type: none"> <li>The analysis of author's intended purpose and points of view helps readers better understand the choices authors make and the intended impact of those choices</li> </ul> <p>And students should be able to:</p> <ul style="list-style-type: none"> <li>Determine an author's point of view and purpose, drawing upon specific evidence as support</li> <li>Evaluate an author's selection and use of information; determine which pieces of information are most important for comprehending a text</li> </ul>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li><a href="#">🔗 Leonard Pitts Jr. commentary on Trayvon Martin</a></li> <li><a href="#">🔗 Double Bubble Graphic Organizer</a></li> <li><a href="#">🔗 ABC News Nightline on Trayvon Martin</a></li> <li><a href="#">🔗 CNN Fast Facts about Trayvon Martin</a></li> <li><a href="#">🔗 CBS Braodcast on race following Trayvon Martin</a></li> <li><a href="#">🔗 CBS broadcast on why Trayvon Martin is important</a></li> <li><a href="#">🔗 Editorial Cartoon on race and Trayvon Martin</a></li> <li><a href="#">🔗 Editorial Cartoons on Trayvon Martin</a></li> </ul>				
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>DOUBLE JOURNAL ENTRY: "I DO"</b> Use videos, news reports/articles, political cartoons, etc. on a current topic to more deeply explore the issues raised by journalists and to begin analyzing authors' use of rhetorical appeals.</p> <p>Students will begin their response journals with a double-entry format in which they choose quotes from the texts studied and identify rhetorical devices or other authorial decisions and then analyze those elements from the text.</p>	<ul style="list-style-type: none"> <li>Completed double-entry at least 3-5 sentences long in response journal using at least four important quotes from the reading.</li> </ul>	<p>The teacher provides the double-entry format, with the rhetorical devices listed on one side of the entry. The teacher provides the notes explaining the different types of rhetorical appeals, which the students copy into their response journals as notes.</p> <p>As a whole class, students views videos, read news reports/articles, analyze political cartoons, etc. on a current topic to more deeply explore the issues raised by journalists and to begin analyzing authors' use of rhetorical appeals. Students will write down any quotes or main ideas they see using different types of rhetorical appeals for discussion. After watching, reading, or viewing different sources on a current issue, the teacher leads the completion of the double-entry journal on the board. Students discuss the quotes they found and what type of appeal they are using.</p> <p>After taking notes as a large group on the important quotes and what types of appeals they are, students work in small groups to repond to the discussion. Their response is answering the question:</p> <ul style="list-style-type: none"> <li>"What is the writer doing here?"</li> </ul> <p>For at least four quotes taken from the different materials, students will provide a 3-5 sentence long response to the questions above.</p>

# Uncovering Context

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <a href="#">Rhetorical Devices Examples and Definitions</a></li> <li>🔗 <a href="#">ABC News Nightline broadcast on Trayvon Martin</a></li> <li>🔗 <a href="#">CNN “Fast Facts” about Trayvon Martin</a></li> <li>🔗 <a href="#">CBS Broadcast on race following Trayvon Martin</a></li> <li>🔗 <a href="#">CBS broadcast on why Trayvon Martin case is important</a></li> <li>🔗 <a href="#">Leonard Pitts, Jr., commentary on Trayvon Martin</a></li> <li>🔗 <a href="#">Editorial cartoon on race and the Trayvon Martin killing</a></li> <li>🔗 <a href="#">Variety of editorial cartoons on Trayvon Martin</a></li> </ul>			
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>GRAPHIC ORGANIZER: "WE DO"</b> Use a variety of media resources (You Tube videos, infographics, etc.) on a current economic issue so that students can begin to consider their personal perspectives and examine authors' rhetorical appeals.</p> <p>Students will complete a graphic organizer in which they identify the author's purpose and use of rhetorical strategies in the text.</p>	<ul style="list-style-type: none"> <li>• Completed graphic organizer using teacher expectations set in place during the group completed graphic organizer.</li> <li>• Completed info-graphic.</li> </ul>	<p>The teacher provides a pre-populated, partially completed graphic organizer – giving students the quotes or main ideas from the different video clips, images, and news paper articles that they will read in small groups. After reading or viewing the texts and clips focusing on economic issues, students will, in small groups, complete the graphic organizer, analyzing the quotes provided by the teacher. The students should be able to use direct quotes or paraphrased examples from the text to support their detailed notes in the graphic organizer. The teacher's expectations from the group completed graphic organizer will be utilized.</p> <p>Students produce an infographic or other visual representation with data from the texts that represents their perspective and interpretation on a point they want to emphasize. After they have completed their graphic organizers, the whole class chooses one article to represent. The teacher walks through the creation of the info-graphic on the board while students take notes.</p>
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <a href="#">Video on wealth distribution in America</a></li> <li>🔗 <a href="#">Infographic on wealth distribution</a></li> <li>🔗 <a href="#">Infographic on life expectancy and wealth/poverty</a></li> <li>🔗 <a href="#">Graph showing income gap by age groups</a></li> <li>🔗 <a href="#">College Board “SOAPStone” graphic organizer</a></li> <li>🔗 <a href="#">College Board “SOAPStone” graphic organizer</a></li> <li>🔗 <a href="http://tinyurl.com/kp56quc">http://tinyurl.com/kp56quc</a></li> </ul>			
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>DOUBLE JOURNAL ENTRY: "WE DO"</b> Bring in literary resources (poems, short stories, etc.) centered around economic themes so that students can examine their personal perspectives and analyze authors' rhetorical appeals.</p> <p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways.</p>	<ul style="list-style-type: none"> <li>• Completed double-entry at least 3-5 sentences long in response journal using at least four important quotes from the reading and an identification or rhetorical devices.</li> </ul>	<p>The teacher will bring in literary resources (poems, short stories, etc.) centered around economic themes so that students can examine their personal perspectives and analyze authors' rhetorical appeals.</p> <p>In small groups, students will read the articles or view the clips and images and produce a double journal entry selecting the most relevant evidence, important quotes, from the text and then responding in two ways:</p> <ul style="list-style-type: none"> <li>• The first response will be to identify the author's rhetorical devices used in the text.</li> <li>• The second response is for students to examine their own perspective on the inequity issue.</li> </ul> <p>When identifying the rhetorical device, students will identify it and use the basic definition provided by the teacher to explain why it fits. Students will then take at least four important quotes from the different readings and respond in 3-5 sentences what their personal perspectives are and why.</p>
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <a href="#">Short story called “Marigolds” that addresses economic inequalities</a></li> <li>🔗 <a href="#">Walt Whitman poem called “America”</a></li> <li>🔗 <a href="#">Claude McKay poem called “America”</a></li> <li>🔗 <a href="#">William Waring Cuney poem called “Hard-Time Blues”</a></li> </ul>			

# Uncovering Context

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p><b>ACTIVE READING &gt; DISCUSSION:</b> Discuss with peers the connection between different texts with similar themes and issues.</p>	<p><b>LITERATURE CIRCLE DISCUSSION</b> Utilize small group discussion formats (e.g., literature circles) so that students can explore collaboratively the socio-economic themes raised/implied in <i>To Kill a Mockingbird</i> and connect those themes with discussions of current issues.</p> <p>Students will explain the connections between <i>To Kill a Mockingbird</i> and the poems, short stories, videos, and infographics discussed from previous Mini-Tasks.</p>	<ul style="list-style-type: none"> <li>Participation.</li> <li>Completed Literature Circle role sheet for their discussion preparation.</li> <li>Completed exit slip.</li> </ul>	<p>Before starting the small group discussions, students will complete their Literature Circle role sheet for their discussion preparation.</p> <p>The class participates in small group discussion formats (e.g., literature circles) so that students can explore collaboratively the socio-economic themes raised/implied in <i>To Kill a Mockingbird</i> and connect those themes with discussions of current issues. Using notes from the previous days reading newspaper articles and viewing images or video clips, students will discuss how the themes connect.</p> <ul style="list-style-type: none"> <li>Teachers may partner students with a peer to complete role sheets - students may complete role sheet with a partner or small group and then responsibility for role is shared within group</li> <li>Teachers may provide exemplar Literature Circle role sheets</li> <li>Teachers may model literature circle group discussion in a “fish bowl” activity, choosing strong students to model group roles</li> </ul> <p>After completing their discussion, students complete an exit slip providing at least one major thing they discussed. Students may complete scaffolded exit slip.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>Description of implementing literature circles</li> <li>Literature circle role sheets/templates</li> <li>Online exit ticket form</li> <li>Scaffolded exit tickets</li> </ul>				
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>GRAPHIC ORGANIZER: "YOU DO"</b> Bring in literary resources (poems, short stories, etc.) on racial themes so that students can examine their personal perspectives and analyze authors' rhetorical appeals.</p> <p>Students will complete a graphic organizer in which they identify the author's purpose and use of rhetorical strategies in the text.</p>	<ul style="list-style-type: none"> <li>Completed graphic organizer using teacher expectations set in place during the group completed graphic organizer.</li> <li>Completed info-graphic.</li> </ul>	<p>The teacher provides different literary resources (poems, short stories, etc.) on racial themes so that students can examine their personal perspectives and analyze authors' rhetorical appeals by completing a graphic organizer. Students work in small groups or pairs to choose the important quotes and main ideas from the readings and images/video clips and analyze their importance focusing on the author's purpose and the use of rhetorical strategies.</p> <p>Students produce an infographic or other visual representation with data from the texts that represents their perspective and interpretation on a point they want to emphasize. Students can work in small groups or pairs to choose which article they wish to create an info-graphic for.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>Children's Defense Fund Research on Hispanic children in America</li> <li>Teen Ink article on racism and discrimination</li> <li>TED Talk on racial inequity and the power of identity</li> <li>Jigsaw strategy explained</li> <li>Children's Defense Fund Research on Hispanic children in America</li> <li>TED Talk on racial inequity and the power of identity</li> <li>College Board "SOAPStone" graphic organizer</li> <li>College Board "SOAPStone" graphic organizer</li> <li>SOAP graphic organizer</li> </ul>				

# Uncovering Context

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p><b>ACTIVE READING &gt; QUESTIONING:</b> Question different issues that are present within the text.</p>	<p><b>SONG LYRICS</b> Examine current and historical song lyrics on racial themes so that students can connect themes with their personal perspectives and analyze authors' rhetorical appeals.</p> <p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways.</p>	<ul style="list-style-type: none"> <li>Completed double-entry at least 3-5 sentences long in response journal using at least four important quotes from the reading and an identification or rhetorical devices.</li> <li>Completed song lyrics presented to the class.</li> </ul>	<p>Students examine current and historical song lyrics on racial themes so that they can connect themes with their personal perspectives and analyze authors' rhetorical appeals. After listening to the songs, students work in small groups or pairs to produce a double journal entry selecting important quotes from the text and then responding in two ways:</p> <ul style="list-style-type: none"> <li>The first response will be to identify the author's rhetorical devices used in the text.</li> <li>The second response is for students to examine their own perspective on the inequity issue.</li> </ul> <p>When identifying the rhetorical device, students will identify it and use the basic definition provided by the teacher to explain why it fits. Students will then take at least four important quotes from the different readings and respond in 3-5 sentences what their personal perspectives are and why.</p> <p>Students write a short song, at least four stanza's long with two verses, one chorus, and a bridge (if needed, the teacher can take a short time defining the required pieces to students), with ideas from <i>To Kill a Mockingbird</i> that represents their perspective and interpretation on a point they want to emphasize from the text. This point can focus on the racial, gender, identity, or any other present issue. They can use important quotes from the text and work in pairs to complete their lyrics. Students will present their personal songs either in small groups or to the whole class focusing on what they chose from the text and why it is important.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <a href="#">Flobots</a></li> <li>🔗 <a href="#">Songs about racism / discrimination</a></li> <li>🔗 <a href="#">Songs about racism / discrimination</a></li> <li>🔗 <a href="#">Gil Scot-Heron "Winter in America"</a></li> <li>🔗 <a href="#">Gil Scot-Heron "The Revolution Will Not be Televised"</a></li> <li>🔗 <a href="#">Public Enemy "Fight the Power"</a></li> </ul>				
50 mins	<p><b>ACTIVE READING &gt; QUESTIONING:</b> Question different issues that are present within the text.</p>	<p><b>ANALYZING IMAGES</b> Use visual representations (murals, etc.) centered around racial themes so that students can connect themes with their personal perspectives and analyze authors' rhetorical appeals.</p> <p>Students will complete a graphic organizer in which they identify the author's purpose and use of rhetorical strategies in the text.</p>	<ul style="list-style-type: none"> <li>Completed graphic organizer using teacher expectations set in place during the group completed graphic organizer.</li> <li>Produced mural presented to the class.</li> </ul>	<p>The teacher provides different visual representations (murals, etc.) centered around racial themes so that students can connect themes with their personal perspectives and analyze authors' rhetorical appeals. The teacher will lead the whole class through a discussion and the completion of a graphic organizer on the first mural, showing students how to analyze the image and find the main ideas.</p> <p>After completing one together, students break up into pairs or small groups in order to complete a graphic organizer alone on different images provided by the teacher.</p> <p>Students produce a mural design with ideas from <i>To Kill a Mockingbird</i> that represents their perspective and interpretation on a point they want to emphasize. This point can focus on the racial, gender, identity, or any other present issue. They can use important images and scenes from the novel and work in pairs to complete their mural design. The final work should be a 8 1/2x11 paper and use the whole space and color. Students will present their murals either in small groups or to the whole class focusing on what they chose to include in their image and why.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <a href="#">Murals from Southern California's Hispanic communities</a></li> <li>🔗 <a href="#">Murals from Southern California's Hispanic communities</a></li> <li>🔗 <a href="#">Murals from Southern California's Hispanic communities</a></li> <li>🔗 <a href="#">Diego Rivera murals</a></li> <li>🔗 <a href="#">College Board "SOAPStone" graphic organizer</a></li> <li>🔗 <a href="#">College Board "SOAPStone" graphic organizer</a></li> <li>🔗 <a href="#">SOAP graphic organizer</a></li> </ul>				

# Uncovering Context

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p><b>ACTIVE READING &gt; DISCUSSION:</b></p> <p>Discuss with peers the connections between different texts with similar themes and issues.</p>	<p><b>SMALL GROUP DISCUSSION</b></p> <p>Students engage in small group discussion formats (e.g., literature circles) so that they can explore collaboratively the racial themes raised/implied in <i>To Kill a Mockingbird</i> and connect those themes with discussions of current issues.</p> <p>Students will explain the connections between the anchor text <i>To Kill a Mockingbird</i>, the poems, short story, video, and info graphic discussed from previous Mini-Tasks.</p>	<ul style="list-style-type: none"> <li>Completed Literature Circle role sheet.</li> <li>Completed exit slip.</li> </ul>	<p>Student will complete their Literature Circle role sheet for their discussion preparation. Students complete role sheet individually and maintain the full responsibility for their role during the discussion with their group. Using notes from the previous days reading newspaper articles and viewing images or video clips, students will discuss how the themes connect.</p> <p>After discussing around a circle focusing on the connections between <i>To Kill a Mockingbird</i>, the poems, short story, video, and info graphic discussed from the previous days, students will complete an exit slip for the day providing at least one thing someone else in the group said that they wish they had said and why.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>Description of implementing literature circles</li> <li>Literature circle role sheets/templates</li> <li>Online exit ticket form</li> </ul>				
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b></p> <p>Ability to select important facts and passages for use in one's own writing.</p>	<p><b>DOUBLE JOURNAL ENTRY: "YOU DO"</b></p> <p>Use a variety of media resources centered around gender themes so that students can examine their personal perspectives and analyze authors' rhetorical appeals.</p> <p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways</p>	<ul style="list-style-type: none"> <li>Completed double-entry at least 3-5 sentences long in response journal using at least four important quotes from the reading and an identification or rhetorical devices.</li> </ul>	<p>The teacher will bring in literary resources (poems, short stories, etc.) centered around economic themes so that students can examine their personal perspectives and analyze authors' rhetorical appeals.</p> <p>Students may work with partner or small groups for completion of journal entries. Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways.</p> <ul style="list-style-type: none"> <li>The first response will be to identify the author's rhetorical devices used in the text.</li> <li>The second response is for students to examine their own perspective on the inequity issue.</li> </ul> <p>When identifying the rhetorical device, students will identify it and use the basic definition provided by the teacher to explain why it fits. Students will then take at least four important quotes from the different readings and respond in 3-5 sentences what their personal perspectives are and why.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>USA Today news story on Malala on Jon Stewart Show</li> <li>"I Am Malala" author Malala Yousafzai</li> <li>Taliban commander's response to Malala</li> <li>BBC story on Malala</li> <li>Biography.com's biography of Malala</li> <li>Gender Inequity in Film</li> <li>Gender and economic inequity</li> <li>Infographic on gender inequity in film</li> <li>Research on gender inequity in film</li> <li>Language use – "she" and "her" – in society</li> <li>Research in gender inequity</li> <li>Research on gender inequity</li> </ul>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>DOUBLE JOURNAL ENTRY: ANALYZING RHETORIC</b> Bring in literary resources (poems, short stories, etc.) on age themes so that students can connect themes with their personal perspectives and analyze authors' rhetorical appeals.</p> <p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. They will add to their journal a critique of the author's effectiveness in using one of the rhetorical devices or authorial decisions</p>	<ul style="list-style-type: none"> <li>Completed double-entry at least 3-5 sentences long in response journal using at least four important quotes from the reading and an identification or rhetorical devices.</li> <li>A short, 6-8 sentence long rhetorical analysis.</li> </ul>	<p>The teacher will bring in literary resources (poems, short stories, etc.) on age themes so that students can connect themes with their personal perspectives and analyze authors' rhetorical appeals.</p> <p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways.</p> <ul style="list-style-type: none"> <li>The first response will be to identify the author's rhetorical devices used in the text.</li> <li>The second response is for students to examine their own perspective on the inequity issue.</li> </ul> <p>When identifying the rhetorical device, students will identify it and use the basic definition provided by the teacher to explain why it fits. Students will then take at least four important quotes from the different readings and respond in 3-5 sentences what their personal perspectives are and why.</p> <p>After reading one of the sources, the teacher will lead a short brainstorm discussion on the board focusing on analyzing the effectiveness of the author's rhetorical strategy. Students will add to their journal a critique of the author's effectiveness in using one of the rhetorical devices or authorial decisions based off the whole class brainstorming session. This explanation will be added to their completed double journal entry and will be 6-8 sentences long. During the brainstorm process, the teacher should demonstrate the amount of directly quoted and paraphrased information taken from the articles.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>William Stafford's poem "Ask Me"</li> <li>Teen Ink article on age discrimination</li> <li>Robert Frost's poem "An Old Man's Winter Night"</li> <li>Essay on Death of a Salesman</li> <li>U.S. laws on discrimination in the workplace</li> <li>Age discrimination images</li> <li>AARP's fact sheet on age discrimination</li> <li>Excerpt of novel called Cutting Class</li> <li>Teen Ink article on age discrimination</li> <li>National Geographic article on Progeria – aging disease and children</li> </ul>				
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>DOUBLE JOURNAL ENTRY: ANALYZING RHETORIC</b> Bring in literary resources (poems, short stories, etc.) on sexual orientation themes so that students can connect themes with their personal perspectives and analyze authors' rhetorical appeals.</p> <p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. Students will add to their journal a critique of the author's effectiveness in using one of the rhetorical devices or authorial decisions</p>	<ul style="list-style-type: none"> <li>Completed double-entry at least 3-5 sentences long in response journal using at least four important quotes from the reading and an identification or rhetorical devices.</li> <li>A short, 6-8 sentence long rhetorical analysis.</li> </ul>	<p>The teacher may bring in literary resources (poems, short stories, etc.) on sexual orientation themes so that students can connect themes with their personal perspectives and analyze authors' rhetorical appeals.</p> <p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways.</p> <ul style="list-style-type: none"> <li>The first response will be to identify the author's rhetorical devices used in the text.</li> <li>The second response is for students to examine their own perspective on the inequity issue.</li> </ul> <p>When identifying the rhetorical device, students will identify it and use the basic definition provided by the teacher to explain why it fits. Students will then take at least four important quotes from the different readings and respond in 3-5 sentences what their personal perspectives are and why.</p> <p>Students will discuss with a partner the author's effectiveness in using one of the identified rhetorical strategies. After discussing with a partner, they will add to their journal a critique of the author's effectiveness in using one of the rhetorical devices or authorial decisions. This explanation will be added to their completed double journal entry and will be 6-8 sentences long.</p>

# Uncovering Context

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <a href="#">Body image statistics</a></li> <li>🔗 <a href="#">Facts on male body image</a></li> <li>🔗 <a href="#">Various infographics on body image</a></li> <li>🔗 <a href="#">Media and body image</a></li> <li>🔗 <a href="#">Teen Health article on body image facts</a></li> <li>🔗 <a href="#">U.S. laws on discrimination</a></li> <li>🔗 <a href="#">Senate Bill on sexual orientation</a></li> <li>🔗 <a href="#">Article on sexual orientation and discrimination</a></li> <li>🔗 <a href="#">Sexual orientation and employment</a></li> <li>🔗 <a href="#">Several Chicago Tribune articles consolidated</a></li> <li>🔗 <a href="#">Secual Preference Questions</a></li> <li>🔗 <a href="#">Violence because of sexual orientation</a></li> <li>🔗 <a href="#">Series of Huffpost articles on violence against gays</a></li> <li>🔗 <a href="#">Article exploring the increase in homophobia</a></li> <li>🔗 <a href="#">Article on Matthew Shepard</a></li> </ul>			
50 mins	<p><b>ACTIVE READING &gt; DISCUSSION:</b> Discuss with peers the connections between different texts with similar themes and issues.</p>	<p><b>WHOLE CLASS DISCUSSION</b> Utilize small group discussion formats (e.g., literature circles) so that students can explore collaboratively the age and gender themes raised/implied in an anchor text <i>To Kill a Mockingbird</i> and connect those themes with discussions of current issues.</p> <p>Students will explain the connections between the anchor text <i>To Kill a Mockingbird</i>, the poems, short story, video, and info graphic discussed from previous Mini Tasks.</p>	<ul style="list-style-type: none"> <li>• Participation.</li> <li>• Completed Literature Circle role sheet.</li> <li>• Completed exit slip.</li> </ul>	<p>Students will complete their Literature Circle role sheet for their discussion preparation. During the discussion, students will explain the connections between <i>To Kill a Mockingbird</i>, the poems, short story, video, and info graphic discussed from previous Mini Tasks.</p> <p>Students will engage in a whole class discussion, rather than the small group discussions or literature circles used in the previous Mini Tasks.</p> <p>Students will complete an exit slip where they provide one thing they provided to the discussion and one question they would have wanted to ask during the discussion.</p>
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <a href="#">Description of implementing literature circles</a></li> <li>🔗 <a href="#">Literature circle role sheets/templates</a></li> <li>🔗 <a href="#">Online exit ticket form</a></li> </ul>			
<b>Transition to Writing</b>				
10 mins	<p><b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS:</b> Synthesize information so that students can begin considering ways to purposefully consolidate information.</p>	<p><b>BRAINSTORMING</b> Students will produce the initial brainstorming and drafts of their ideas for the multi-genre project.</p>	<p><i>No Scoring.</i></p>	<p>On the board, the teacher asks the questions:</p> <p>"What is the biggest problem you have ever faced in your life? What happened, why was it important to you, and how did you deal with it?"</p> <p>Students will complete a short, ten minute free write on the question above, thinking about what is important to them and what are some problems they hae had to face in their own lives.</p> <p>Tell the students that no problem is small. There biggest problem could be as simple as issues with their phones to something as important as the loss of a family memeber. The point is simply to get them writing about problems and analyzing issues in their own lives.</p> <p>Students can chose to share something from their free writing acivity to the whole class or in small groups or partners.</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<p><b>INITIATION OF TASK &gt; RECONSIDERING THE PROMPT:</b></p> <p>Return to the writing prompt and use new information to reconsider what it is asking.</p>	<p><b>CONTROLLING IDEA AND EVIDENCE</b></p> <p>Answer the question present in the Teaching Task in a statement:</p> <ul style="list-style-type: none"> <li>What is an important issue of inequity within your personal community?</li> </ul> <p><i>(For example: "The most important issue in our community is racism.")</i></p> <p>1) Believing: write everything you can in SUPPORT of this statement (why is this the most important issue in your community and how do you know it is an issue)</p> <p><i>Begin with "I believe this statement is true, because . . ."</i></p> <p>2) Doubting: Write everything you can think of OPPOSING this statement (these could be other issues that might be as important or reasons why people would doubt that this is an issue.)</p> <p><i>Begin with "I doubt this statement is true, because . . ."</i></p> <p>3) Deciding: Ultimately, what is your position on this statement, and why?</p> <p><i>Begin with "I decided X because . . ."</i></p>	<p>Controlling Idea row of the Argumentative Rubric:</p> <ol style="list-style-type: none"> <li>Attempts to establish a claim, but lacks a clear purpose. No mention of counter claims.</li> <li>Establishes a claim. Makes note of counter claims.</li> <li>Establishes a credible claim. Develops claim and counter claims fairly.</li> <li>Establishes and maintains a substantive and credible claim or proposal. Develops claims and counter claims fairly and thoroughly.</li> </ol>	<ol style="list-style-type: none"> <li>Provide the original prompt and have students pull out the important question: "What is the most important issue or inequity within your community?"</li> <li>Teacher provides an answer for the question above and models for students an "issue of inequity." Ask students to raise their hands if they agree with the statement and then if they disagree with the statement.</li> <li>Model for students how to write a SUPPORT statement using the sentence starter from the protocol, or have a student model it. Then do the same exact thing for the OPPOSING statement.</li> <li>Now have students write down their own answer to the question above. Have students swap their papers with a partner and their partner will then write a SUPPORT statement for it (regardless of their personal opinion about the statement). Then have them swap papers back and require them to write an OPPOSING statement regardless of their personal opinion. Have students share out good examples.</li> <li>Use the sentence starter to model for students how to write their deciding statements.</li> <li>Provide students with the Protocol handout and the worksheet. Have them select the answer that they will use as the major issue of inequity within their community while preparing and writing their final projects.</li> </ol> <p>At the end of the process, students can peer edit/comment, gallery walk, debate, etc. Teacher can give feedback on the students' finalized statements to use for their essays.</p> <p><b>Additional Instruction</b></p> <p>This process works well for helping students gain clarity on their controlling idea for an essay, what a counter-claim might be, and how to address the counter-claim. However, teacher might want to use another mini-task to refine the actual controlling idea to put into their essay.</p> <p>For an e-handout of the process, see:  <a href="https://docs.google.com/a/newvisions.org/file/d/0B0daApsDC0L9NkIRWjFGTW1LaEU/edit">https://docs.google.com/a/newvisions.org/file/d/0B0daApsDC0L9NkIRWjFGTW1LaEU/edit</a></p> <p>For the student work from this mini task, go to:  <a href="https://docs.google.com/a/charter.newvisions.org/folder/d/0B53ydr3YwYm-Uj4U0JoZ3ZzRjA/edit">https://docs.google.com/a/charter.newvisions.org/folder/d/0B53ydr3YwYm-Uj4U0JoZ3ZzRjA/edit</a></p> <p>Additionally, read the work of Peter Elbow who created this concept ("Believing and Doubting" protocol)</p>
Additional Attachments:				
<ul style="list-style-type: none"> <li> <a href="#">Believing and Doubting.doc</a></li> <li> <a href="#">LDC Lessons at a Glance.doc</a></li> <li> <a href="#">Lesson Plan.doc</a></li> <li> <a href="#">Believing-Doubting_Template.docx</a></li> </ul>				
<b>Writing Process</b>				

# Uncovering Context

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
25 mins	<p><b>PLANNING &gt; OUTLINING THE WRITING:</b> After choosing their topic, create an of the introduction, body, and conclusion, including your thesis statement, evidence, and support.</p>	<p><b>EVIDENCE SWAP MEET</b> Sort notes made on post-its during a close reading of a text based on an essential question. The question has been framed so that you can take a position (either/or, yes/no, etc.), however, you must collect textual evidence that supports both sides of the question.</p>	<p>Product meets expectations if...</p> <ul style="list-style-type: none"> <li>• Notes are grouped logically with clear connections to the claim (position)</li> <li>• Notes are sufficient to support position</li> <li>• Notes are selected from across the span of the text rather than a limited portion</li> <li>• Notes are arranged with strongest first</li> </ul>	<p>BEFORE THIS MINI TASK...</p> <ol style="list-style-type: none"> <li>1. Before reading a text, students should know the central question they are answering.</li> <li>2. Provide students with graphic organizers and double journal entry formats in which they collect notes on To Kill a Mockingbird and other reading throughout the unit that they can use for this Mini-Task.</li> </ol> <p>TODAY...</p> <ol style="list-style-type: none"> <li>1. Explain that today students will be organizing their notes and choosing which quotes they will use for their argument essays. They will also closely analyzing the infographics, images, and different forms of writing to choose how they will represent their answer.</li> <li>2. Students will individually read through notes and decide on a rhetorical device that best supports their central question. Using information gathered on the exploration of different issues, students will focus on their own community issue using a rhetorical device.</li> <li>4. Students will arrange the notes that support their positions by grouping those that are related.</li> <li>5. Students will then order their groups of notes from strongest to weakest.</li> <li>6. Students will meet with a peer who took an opposite position and chose to use a different rhetorical strategy and together they will examine each other's points. Students will also swap notes they didn't use. This allows students to "share" evidence.</li> <li>7. Each student will then rearrange post-its as in Steps 4 and 5 to support claim.</li> </ol>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <a href="#">Graphic organizer for thematic webs</a></li> <li>🔗 <a href="#">Multi-genre project exemplars</a></li> <li>🔗 <a href="#">Multi-genre research projects</a></li> <li>🔗 <a href="#">Multi-genre project exemplars</a></li> <li>🔗 <a href="#">Multigenre project</a></li> <li>🔗 <a href="#">Tom Romano resources for multi-genre projects</a></li> <li>🔗 <a href="#">Multi-genre research projects</a></li> </ul>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p><b>REVISION, EDITING, AND COMPLETION &gt; PEER EDITING:</b> Students will help their peers edit and revise their drafts in order to produce a final product.</p>	<p><b>SMALL PEER GROUP WORKSHOP</b> <b>Step One:</b></p> <ul style="list-style-type: none"> <li>• Read each multi-genre project and add comments, suggestions, and questions between the lines or in the margins.</li> <li>• Please try to add <i>at least three comments</i> per page.</li> <li>• You may use the journalist's questions (What? When? Why? Where? Who? How?) when you want the essay's writer to provide more details.</li> <li>• Revision suggestions and comments should focus on rhetorical strategies. Asking which they used, why they used it here, does it work, would another one work better, etc..</li> <li>• Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer's rough draft.</li> </ul> <p><b>Step Two:</b></p> <ul style="list-style-type: none"> <li>• Once you have read the entire multi-genre project and hand-marked the paper, write a half page letter to the essay's writer; your goal should be to provide the writer with specific possibilities for revision.</li> <li>• Make your letter as specific as possible so that the writer knows exactly which section of the essay you're addressing.</li> <li>• In your responses, deal with areas such as <i>purpose, feeling, tone, content, organization, title/introduction/conclusion, and style.</i></li> <li>• Write your feedback in complete and clear sentences.</li> </ul>	<p><i>Feedback meets expectations if:</i></p> <ul style="list-style-type: none"> <li>• includes at least three comments per page</li> <li>• questions are asked to prompt the writer to provide more details and to get the author to reflect on his/her own writing.</li> <li>• comments and letter provides useful and constructive feedback for the writer</li> <li>• positive comments are explained.</li> <li>• it avoids broad sweeping comments such as "Your writing is awesome," "Keep it up!" or "This draft is really good"</li> <li>• it targets aspects of the essay targeted in during the revision process like organization, content, and focus, rather than editing for typos, misspellings, and grammatical errors.</li> </ul>	<ol style="list-style-type: none"> <li>1. Distribute the Peer Group Workshop Handout to all students and read aloud the handout to the group.</li> <li>2. Arrange students into groups.</li> <li>3. Have them revise a paper for between 10 and 20 minutes, then pass the paper to the next group member for further revision.</li> <li>4. When all of the members of the group have read the multi-genre project, have them discuss their feedback.</li> <li>5. The author will take notes silently on the discussion.</li> <li>6. Then, when the discussion is over, the author asks those who revised his/her paper clarifying questions and about any other aspects that did not come up in discussion.</li> </ol> <p><i>Module Author and School</i> - Jacqueline Goods, Adrian Constant, Marilyn Ménélas, Jennifer Rygalski (Academy of Innovative Technology)</p> <p>10th Grade - ELA</p>

# Uncovering Context

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	<p>Additional Attachments:</p>  <p><b>Peer Group Workshop - Student Handout</b></p> <ul style="list-style-type: none"> <li>🔗 <a href="#">Graphic organizer for thematic webs</a></li> <li>🔗 <a href="#">Multi-genre project exemplars</a></li> <li>🔗 <a href="#">Multi-genre research projects</a></li> <li>🔗 <a href="#">Multi-genre project exemplars</a></li> <li>🔗 <a href="#">Multi-genre project</a></li> <li>🔗 <a href="#">Tom Romano resources for multi-genre projects</a></li> <li>🔗 <a href="#">Multi-genre research projects</a></li> </ul>			
10 mins	<p><b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to submit final piece that meets expectations.</p>	<p><b>FINAL PIECE</b> Turn in your complete set of drafts, plus the final version of your piece.</p>	<ul style="list-style-type: none"> <li>• Fits the “Meets Expectations” category in the rubric for the teaching task.</li> </ul>	<p>Students can briefly share their multi-genre projects in partners (with someone who was not in their revision group), before turning in their final project to the teacher.</p>

## Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided