

TCSS

- RL = Reading Literary
- RI = Reading Informational
- W = Writing
- SL = Speaking and Listening
- L = Language

Troup County School System
English/Language Arts Curriculum Map
10th grade Literature and Composition
Thematic Unit #1—We Can Be Heroes

<p>Big Idea / Unit Goal</p> <ul style="list-style-type: none">The goal for this unit is to analyze and explore the theme of We Can Be Heroes across literary and informational texts with an in-depth focus on GSE priority standards. <p>Length of Unit</p> <ul style="list-style-type: none">35 Days <p><u>Unit 1 Common Assessment Blueprint</u></p> <p>Unit 1 Checklist</p>	<p>Unit Essential Question(s):</p> <ul style="list-style-type: none">What are the qualities of a hero?What do the characteristics of heroes teach us about the cultures in which they were created? <p>Priority Standards</p> <ul style="list-style-type: none"><u>RI1, RL2, RL4, RL6</u><u>RI1, RI2</u><u>W2, W8</u> <p>Support Standards:</p> <ul style="list-style-type: none"><u>RL3, RL7</u><u>RI3, RI5</u><u>W1, W3, W7</u>
<p>Reading Focus: Literary</p> <p>Text Resources:</p> <p>Extended Text: Optional for this unit:</p> <ul style="list-style-type: none"><i>The House on Mango Street</i><i>The Summer of My German Soldier</i> <p>Short Texts (Mixture of Literary and Informational thematically connected texts. Unless otherwise noted, these texts are from <i>Prentice Hall Literature, Grade 10</i>):</p> <ul style="list-style-type: none">Informational text about oral tradition- textbook- p. 1048"The Monkey's Paw" by W.W. Jacobs, p. 32"The Bridegroom" by Alexander Pushkin, p. 642"Cupid and Psyche" by Lucius Apuleius, p. 1130"Ashputtle" by Jakob and Wilhelm Grimm, p. 1138"The Conductorette" by Maya Angelou, p. 78<u>"Beauty and the Beast"</u><u>"Sleeping Beauty"</u><u>"The Myth of Daedalus and Icarus"</u><u>"A Radical Female Hero from Dystopia"</u> from New York Times"The Weary Blues" by Langston Hughes pgs. 736-37"All" by Bei Dao pg. 764"Also All" by Shu Ting pg. 765-66 <p>Additional Materials:</p>	<p>Writing Focus: Informative/Explanatory</p> <p>Primary Writing Tasks (at least 3 of these should be in the unit focus): Choose one topic</p> <ul style="list-style-type: none">Compare and contrast two heroes from the texts we have read. What do their characteristics teach us about their cultures?Compare and contrast a hero from our reading to a real-life hero. What do their characteristics teach us about their cultures?After reading "Cupid and Psyche" and "Narcissus and Echo," compare and contrast the characteristics of myths and heroes using textual evidence.Read Ashputtle and either "The Conductorette" or "Marian Anderson." Compare and contrast how the authors develop the characteristics of female heroes. <p>Narrative Writing Tasks:</p> <ul style="list-style-type: none">Write your own illustrated, children's choose your own adventure story using the characteristics of a myth or legend in differentiated tiers. <p>Research Connections:</p> <ul style="list-style-type: none">"Flew Too Close to the Sun": Icarus and celebrity- Research the myth of Icarus. Read the myth. Then compare his story to a real-life celebratory who "flew too close to the sun" using relevant evidence. Example celebrities can include Miley Cyrus, Justin Bieber, O.J. Simpson, Lance Armstrong, Bill Clinton, Biggie Smalls, Tupac, Chris Brown, etc.

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<p>Informational texts</p> <ul style="list-style-type: none"> • "Careers in Science- Firefighters," p. 1122 • "City of Perry Firefighters," p. 1125 • "Marian Anderson: Famous Concert Singer" by Langston Hughes, p. 98 • "The Emancipation of Serfs" Chart, p. 350 <p>Literary texts</p> <ul style="list-style-type: none"> • "The Orphan Boy and the Elk Dog," p. 1076 • "Sundidata: An Epic of the Old Mali" by D.T. Niane, p. 1094 • "Rama's Intiation" by R.K. Narayan, p. 1108 • "Daman and Pythia," p. 1230 • "Two Friends" by Guy de Maupassant, p. 1233 <p>Other Resources:</p> <ul style="list-style-type: none"> • <i>Maleficent</i> • <i>Into the Woods</i> 	<p>Routine Writing (Notes, summaries, process journals, and short responses across all genres):</p> <ul style="list-style-type: none"> • Who is your hero? What does it mean to be a hero? What are the qualities of a hero?- Journal • Can anyone be a hero? journal • Read vignettes from <i>The House on Mango Street</i> and relate to the characteristics of heroes • Read "Prometheus and The Great Flood." Read a shortened version of the Noah story. Compare and contrast the two stories in a paragraph. • After reading the two Arthurian legends, compare and contrast Arthur's heroic characteristics to those of firemen in the two informational texts in the textbook. • Rewrite Sleeping Beauty from the point of view of a different character. Teacher will assign a character and a portion of the plot to the students. The class will then read the story as a whole without knowing what other students have written. • Compare and contrast "Sleeping Beauty" with Maleficent. Compare and contrast the differences in the mediums and the writers' depiction of heroic characteristics.
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Lessons for Unit 1 (all lessons are hyperlinked below)

- [ELA10.1a](#): Focus on writing informative/explanatory texts (W2)
- [ELA10.1.b](#): Focus on gathering relevant information from sources, conducting research, and citing textual evidence (W8, W7, RI1)
- [ELA10.1.1](#): Focus on citing strong and thorough textual evidence and writing arguments (RL1, RI1, W1)
- [ELA10.1.2](#): Focus on citing strong and thorough textual evidence, analyzing author's unfolding of events and ideas, and analyzing how claims are developed through structure (RI1, RI3, RI5)
- [ELA10.1.3](#): Focus on determining theme or central idea, analyzing how complex characters develop, interact and advance plot, citing strong and thorough textual evidence, and determining meaning and impact of words and phrases (RL2, RL3, RL1, RL4)
- [ELA10.1.4](#): Focus on determining theme or central idea and analyzing how complex characters develop, interact and advance plot (RL2, RL3)
- [ELA10.1.5](#): Focus on determining and analyzing theme or central idea development; analyzing how complex characters develop, interact and advance plot; analyzing how an author unfolds ideas or events, and citing textual evidence (RL2, RI2, RL3, RL1, RI3, RI1)
- [ELA10.1.6](#): Focus on determining theme or central idea and analyzing how complex characters develop, interact and advance plot (RL2, RL3)
- [ELA10.1.7](#): Focus on determining theme or central idea, writing informative/explanatory texts, writing narratives, and analyzing how complex characters develop, interact and advance plot (RL2, W2, W3, RL3)
- [ELA10.1.8](#): Focus on analyzing point of view; analyzing representations in different mediums; citing textual evidence, determining and analyzing theme and central idea, analyzing how authors unfold events, analyzing how complex characters develop, interact, and advance plot, and writing narratives (RL6, RL7, RI1, RI2, RI3, RL1, RL2, RL3, W3)
- [ELA10.1.9](#): Focus on determining theme or central idea and determining word meanings and impact(RL2, RL4)

Georgia Standards of Excellence (GSE)	Essential Questions	Vocabulary	Lessons and Resources
ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the textual evidence offer credible support to my analysis of the text and of inferences drawn from it? How does analyzing a text help me better understand it?	Cite Textual evidence Inferences Explicit Analysis	ELA10.1.1 ELA10.1.3 ELA10.1.5 ELA10.1.8
ELAGSE9-10RL2: Determine a theme or	How is theme developed, refined, and	Theme	ELA10.1.3

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central idea of text and closely 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.	shaped by specific details in a text? How do I objectively summarize a text?	Universal theme Central idea Analyze Specific details Objective Subjective Summary/précis	ELA10.1.4 ELA10.1.5 ELA10.1.6 ELA10.1.7 ELA10.1.8 ELA10.1.9
ELAGSE9-10RL3: 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.	How do complex characters develop over the course of a text? How do character development and interactions advance the plot and/or develop the theme?	Characters Character motivation Conflict Plot Theme Interaction Allegory	ELA10.1.3 ELA10.1.4 ELA10.1.5 ELA10.1.6 ELA10.1.7 ELA10.1.8
ELAGSE9-10RL4: 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).	How do I determine the figurative and connotative meanings of words and phrases in the text? How do words and phrases impact an author's meaning and tone?	Diction Figurative meaning Connotation Denotation Analyze Tone	ELA10.1.3 ELA10.1.9
ELAGSE9-10RL6: 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.	How is point of view or cultural experience reflected in a work of literature? What is the effect of an author's point of view on the text?	Point of view (first person, second person, third person limited, omniscient) Cultural experience	ELA10.1.8
ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting <i>Landscape with the Fall of Icarus</i>), including what is emphasized or absent in each treatment.	In what ways do a print version and an artistic, video, or other version of a key scene compare and contrast?	Artistic medium Compare/contrast Textual comparison	ELA10.1.8
ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the textual evidence offer credible support to my analysis of the text and of inferences drawn from it? How does analyzing a text help me better understand it?	Cite Textual evidence Inferences Explicit Analysis	ELA10.1.b ELA10.1.1 ELA10.1.2 ELA10.1.5 ELA10.1.8
ELAGSE9-10RI2: 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.	How is a central idea developed, refined, and shaped by specific details in a text? Why is objectivity important in summarizing a text, and how do I objectively summarize a text?	Central idea/main idea Analyze Specific details Objective Subjective Summary/précis	ELA10.1.5 ELA10.1.8
ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced	How does the author's development of a central idea help me better understand the text?	Characters Character motivation Conflict Plot	ELA10.1.2 ELA10.1.5 ELA10.1.8

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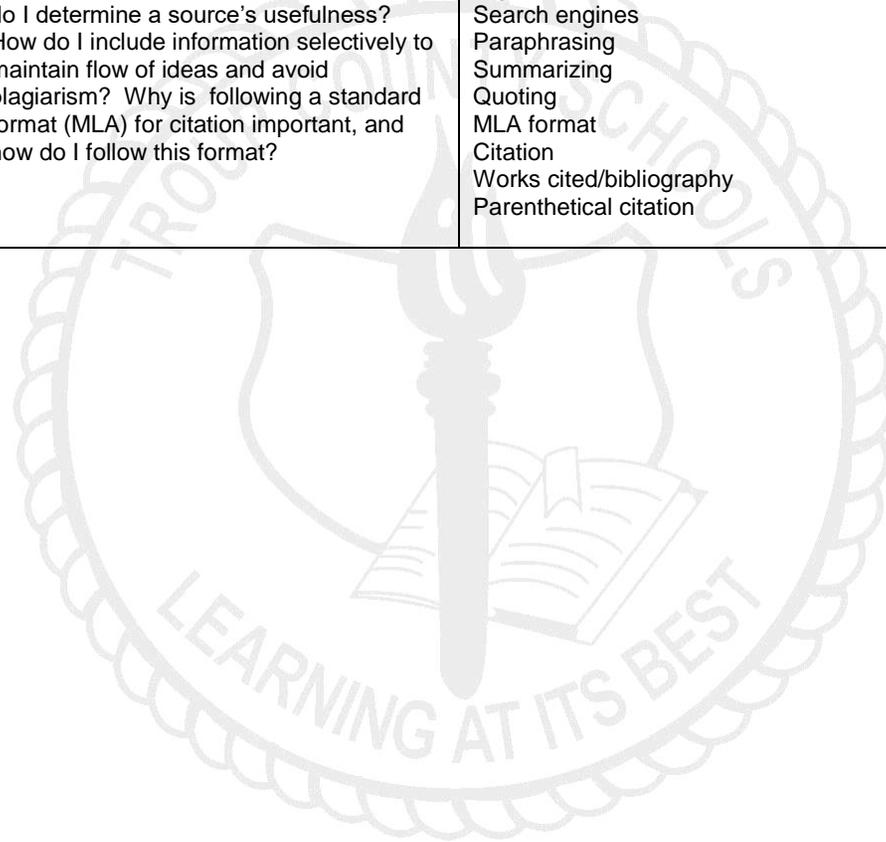
<p>and developed, and the connections that are drawn between them.</p>		<p>Theme Interaction Allegory</p>	
<p>ELAGSE9-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>How does the author develop his claims in a text?</p>	<p>Structure Claims Methods of organization</p> <ul style="list-style-type: none"> • compare/contrast • chronological • spatial • cause/effect 	<p>ELA10.1.2</p>
<p>ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Establish and maintain an appropriate style and objective tone.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>How do I use valid reasoning and relevant and sufficient evidence to write clear arguments to support my claims?</p>	<p>Argument Claim Counterclaim Analysis Valid reasoning Sufficient evidence Organization Transitions Appropriate style Objective tone Concluding statement Conclusion</p>	<p>ELA10.1.1</p>
<p>ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>How do I clearly and accurately convey complex ideas, concepts, and information in an informative/explanatory text?</p>	<p>Informative texts Explanatory texts Organization Formatting Multimedia Topic Relevant and sufficient facts Concrete details Quotations Audience Transitions Precise language Domain specific vocabulary</p>	<p>ELA10.1 ELA10.1.7</p>

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<p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain an appropriate style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the topic).</p>		<p>Appropriate style Objective tone Concluding statement Conclusion</p>	
<p>ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>How do I use narrative techniques, well-chosen details, and well-structured effect sequences to write quality narratives?</p>	<p>Narrative Engage Orient Point of view Narrator Characters Narrative techniques</p> <ul style="list-style-type: none"> • dialogue • pacing • description • reflection • sequence of events <p>Precise words and phrases Sensory language Conclusion</p>	<p>ELA10.1.7 ELA10.1.8</p>

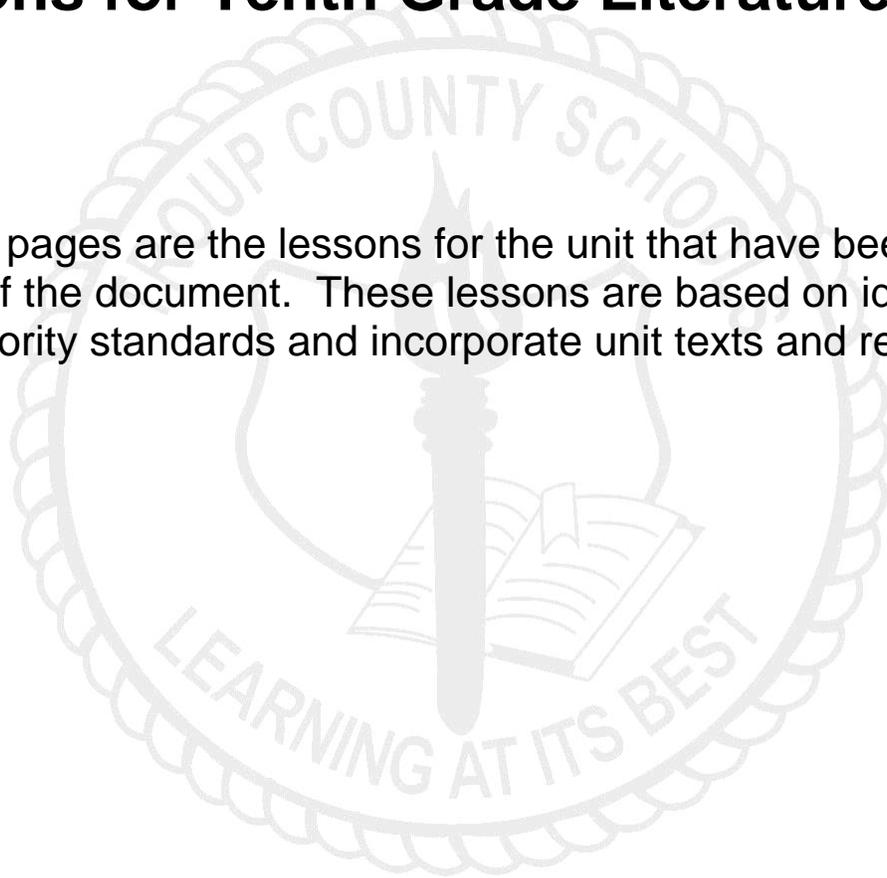
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<p>ELAGSE9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>How can research be utilized to answer a question or solve a problem? How do I determine when to narrow or broaden the focus? How does synthesizing multiple sources provide a deeper understanding of the research topic?</p>	<p>Research Research questions Self-generated research questions Narrowing topic Synthesis Source</p>	<p>ELA10.1.b</p>
<p>ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>How do I gather relevant information from various authoritative print sources? How do I determine a source's usefulness? How do I include information selectively to maintain flow of ideas and avoid plagiarism? Why is following a standard format (MLA) for citation important, and how do I follow this format?</p>	<p>Print sources Digital sources Search engines Paraphrasing Summarizing Quoting MLA format Citation Works cited/bibliography Parenthetical citation</p>	<p>ELA10.1.b</p>



Lessons for Tenth Grade Literature Unit 1

The following pages are the lessons for the unit that have been linked at the beginning of the document. These lessons are based on identified GSE high-priority standards and incorporate unit texts and resources.



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ELA10.1a: Writing Informative/Explanatory Texts

NOTE: Although this lesson is listed first, it is not meant to be taught at this time in isolation. You will find you may need to reference it in other lessons. The writing focus for this unit is informative/explanatory. Provide students with multiple opportunities to write text-based responses.

Learning Target(s):	I can: <ul style="list-style-type: none">• select an informative/explanatory topic that can be reasonably explained or clarified within the text• effectively organize complex ideas that communicate the author's purpose• develop the topic by selecting and synthesizing relevant facts, definitions, concrete details, and quotations appropriate to the audience's knowledge of the topic• use appropriate transitions to create cohesion and clarify relationship among ideas• use precise language for the purpose• provide a concluding statement or section that supports the information or explanation
Priority Standards: <ul style="list-style-type: none">• Support Standards• Pre-requisite Learning	Priority Standard: ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none">Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.Use precise language and domain-specific vocabulary to manage the complexity of the topic.Establish and maintain an appropriate style and objective tone.Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the topic).
Resources for Instruction	Selections from Unit Informative Writing PowerPoint Checklist for Informational/Explanatory Writing Informative/Explanatory Rubric
Time Allocated	3-4 days
EQ	How do I clearly and accurately convey complex ideas, concepts, and information in an informative/explanatory text?
Activator/Connection/Warm Up	Provide students with the prompt. Ask them to explain what the prompt is asking in their own words. In addition, have them list what would make a good essay in response to this prompt.

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<p>Instructional Delivery</p> <ul style="list-style-type: none">• Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do)	<p>Review Informative/Explanatory Writing based on the needs of your students. You may want to use the PowerPoint, especially in reference to teaching formats for writing compare/contrast essays.</p> <p>Students should know:</p> <ul style="list-style-type: none">• informative/explanatory texts examine and convey complex ideas clearly and accurately about specific content• clarity and accuracy of informative/explanatory text is determined through effective selection, organization, and analysis of content in support of the writer's purpose <p>Provide time for students to develop their essays and to participate in the writing process. You may also want to provide time for peer review.</p> <p>Prompts:</p> <ul style="list-style-type: none">• Compare and contrast two heroes from the texts we have read. What do their characteristics teach us about their cultures?• Compare and contrast a hero from our reading to a real-life hero. What do their characteristics teach us about their cultures?• After reading "Ashputtle" and "The Conductorette," write an essay in which you compare and contrast how the authors of both texts develop the theme and/or central idea of overcoming adversity.• After reading "Ashputtle" and "The Conductorette," write an essay in which you compare and contrast how the authors develop the characteristics of female heroes. <p>(NOTE: If you choose, you may be more specific in the prompt by assigning students to examine two specific works)</p>
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>Teacher will evaluate essays using the 7 point rubric.</p>

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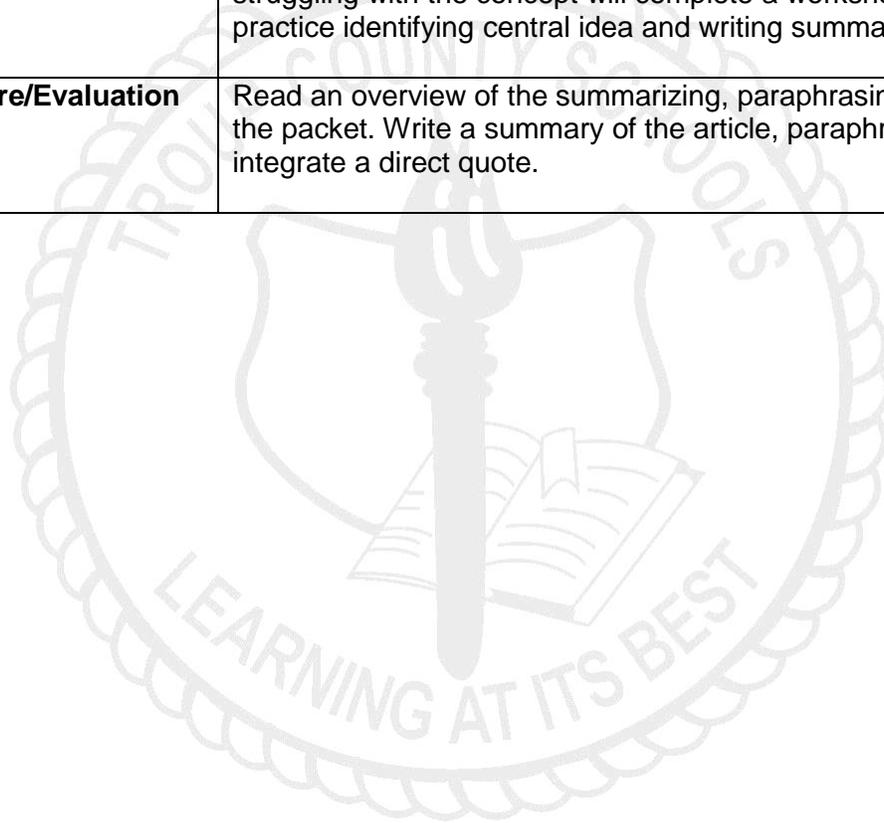
ELA10.1b: Summarizing, Paraphrasing and Quoting

NOTE: Although this lesson is listed here, it is not meant to be taught at this time in isolation. Use it to teach research skills as needed during the unit. Although there is not a major research project in this unit, building these skills along with way will help in building student research skills.

Learning Target(s):	I can: <ul style="list-style-type: none"> effectively use quotes and paraphrases in order to support their assertions and ideas produce a report that demonstrates command of integrating information to show a flow of ideas while using correct citations from supporting resources
Priority Standards: <ul style="list-style-type: none"> Support Standards Pre-requisite Learning 	<p>ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Support Standards:</p> <ul style="list-style-type: none"> ELAGSE9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>Pre-requisite:</p> <ul style="list-style-type: none"> develop writing that includes citations within the text (e.g., footnotes, parenthetical references) focus and narrow their search terms to related subtopics and aspects of the original topic determine the credibility of a source determine when and how to cite different print and digital resources
Resources for Instruction	<p>Summarizer Practice PowerPoint Summarizing, Paraphrasing, and Quoting PowerPoint Summarizing, Paraphrasing, and Quoting Packet Plagiarism pretest Summarizing Test Identifying Central Ideas handout (for differentiated activity)</p>
Time Allocated	2-3 days
EQ	How do I integrate research into my writing?
Activator/Connection/Warm Up	Complete the Plagiarism pretest.
Instructional Delivery <ul style="list-style-type: none"> Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) 	Teacher will begin by talking to the students about what plagiarism is. Before providing instruction on summarizing, the teacher will then show students the first paragraph in the Summarizing, Paraphrasing, and Quoting PowerPoint (Reality TV) and have them practice writing an objective summary using the first exercise. Students will compare their

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<ul style="list-style-type: none">• Guided Instruction/ Differentiated Instruction (We Do) • Independent Practice (You Do)	<p>summaries with an elbow partner. Teacher will lead a whole class discussion on what should be included in the summaries. Students will complete the other practice activities on the Summarizer PowerPoint.</p> <p>Students will take an assessment over summarizing that includes summarizing texts, short answer questions, and multiple choice questions.</p> <p>Teacher will lead a discussion of the differences between summarizing, paraphrasing, quoting, and avoiding plagiarism using a PowerPoint as students take notes. Teacher will lead an analysis of example summarizing, paraphrasing, and quoting using pages 2-5 of the Summarizing, Paraphrasing, and Quoting Packet.</p> <p>Differentiation can be utilized here if needed. On-track students can paraphrase and quote from the “Darfur” article, while students who are struggling with the concept will complete a worksheet where they will practice identifying central idea and writing summaries.</p>
Summarizer/Closure/Evaluation of Lesson	<p>Read an overview of the summarizing, paraphrasing, and quoting from the packet. Write a summary of the article, paraphrase one section, and integrate a direct quote.</p>



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ELA10.1.1

Learning Target(s):	I can: <ul style="list-style-type: none"> • draw inferences from literary text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence gathered from reading • support their conclusions with explicit and implicit textual evidence • synthesize evidence collected from the text to best support their conclusions • correctly use citations to support reasoning
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	ELAGSE9-10RL/11: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Support Standards: <ul style="list-style-type: none"> • ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Pre-requisite learning <ul style="list-style-type: none"> • draw inferences from literary text to make and support an analysis • support their conclusions with explicit and implicit textual evidence • determine the textual evidence that best supports their conclusions • explain the relationship between their conclusions and the evidence for their conclusions
Resources for Instruction	Murder Mystery-Cite Textual Evidence Activities Worksheet for summarizing, paraphrasing, and quoting
Time Allocated	3 days
EQ	How do I cite strong and thorough textual evidence to support my analysis of the text?
Activator/Connection/Warm Up	Students will read the following brainteaser and cite textual evidence to support their answer: "The Old Gray Surgeon" A man and his son had a terrible car accident and were rushed to the hospital. The man died on the way, but the son was still barely alive. When they arrived, an old gray surgeon was called in to operate Upon seeing the young man, the surgeon said, "I can't operate- this is my son." How is this possible? Cite one piece of textual evidence (use a detail from the story) to support your answer.

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<p>Instructional Delivery</p> <ul style="list-style-type: none">• Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)• Guided Instruction/ Differentiated Instruction (We Do)• Independent Practice (You Do)	<p>Teacher lectures mini lesson on citing textual evidence terms- Student fills in the notes about cite, inference, evidence, analysis.</p> <p>Teacher has a volunteer to read "Fatality Investigation- Slip or Push." Teacher models how to complete the graphic organizer- evidence from the text and picture, its importance, and an argument based on the evidence- by completing two rows.</p> <p>Students work in collaborative pairs to complete two-three more rows of the graphic organizer. Students use the information to write an argumentative paragraph on whether Queenie (the wife) is lying citing at least two examples of textual evidence. Teacher will bring class back together to share answers.</p> <p>Students work in collaborative pairs to read "The Case of the Dead Musician," complete the evidence/importance/argument graphic organizer, and write an argumentative paragraph about whether the death is the result of suicide or homicide. The argument needs to include a claim/thesis statement, Students will share their paragraphs out loud before the summarizer.</p> <p>Teacher will lead discussion on the differences between summarizing, paraphrasing, and quoting. Teacher will mode using "The Case of the Dead Musician": Summarize the entire reading, paraphrase sentences 2-4, and use a direct quote.</p> <p>Students will complete the worksheet for summarizing, paraphrasing, and quoting.</p>
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>Quad cluster- In four sentences, explain what three terms are alike and which one is the most different- Cite, Inference, Evidence, and Analysis.</p>

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ELA10.1.2

Learning Target(s):	I can: <ul style="list-style-type: none"> • know the difference between explicit information and inference, supportive and non-supportive evidence, and adequacy of evidence for claim made • recognize conventions of how to cite evidence • analyze the evidence that strongly supports explicit information or is the basis for inference made • distinguish among evidence and cite adequate evidence to thoroughly support claim • cite strong and adequate evidence using correct conventions
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Support Standards: <ul style="list-style-type: none"> • ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. • ELAGSE9-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Pre-requisite learning <ul style="list-style-type: none"> • select textual evidence that most strongly supports a claim
Resources for Instruction	Annotation PowerPoint "Surviving High School" informational text- copies for every student "Are Humans Wired to Survive?" informational text- copies for every student
Time Allocated	1-2 days
EQ	•How does annotating a text help me to cite strong and thorough textual evidence?
Activator/Connection/Warm Up	<p>According to Tony Robbins, “If you do what you have always done, you will get what you have always gotten.”</p> <p>Discuss this quotation and have students related it to their education thus far...you may want to begin with Think-Pair-Share or polleverywhere.com to get students engaged and discussing the idea.</p>
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) 	Teacher will lead discussion of how to annotate a text through a PowerPoint as students take notes. To teach this concept, it will be important that students know the expectations: <ul style="list-style-type: none"> • Require textual evidence for all claims and inferences, whether in formal analysis or casual discussion • Require students to take notes on textual content, modeling appropriate procedures and content (e.g., Cornell Notes, outline)

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ELA10.1.3

<p>Learning Target(s):</p>	<p>I can:</p> <ul style="list-style-type: none"> • analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, and themes in text • analyze how a theme or central idea develops over the course of the text, including evidence from the text as support • explain how specific details from the text refine or create subtle distinctions that shape the theme • use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme) • provide an objective summary: summarize the text without using personal opinions or judgments
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	<p>Priority Standard: ELAGSE9-10RL2: Determine a theme or central idea of text and closely 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.</p> <p>Support Standards:</p> <ul style="list-style-type: none"> • ELAGSE9-10RL3: 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. • ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • ELAGSE9-10RL4: 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). <p>Prerequisites:</p> <ul style="list-style-type: none"> • infer the theme or central idea of a text, based on the text's setting, plot, and characters • analyze the development of a theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text • explain how the characters, setting, and/or plot support the development of a theme • determine the main idea(s) in a text and use them in an objective summary
<p>Resources for Instruction</p>	<p>"The Monkey's Paw" and "The Bridegroom" "The Monkey's Paw" Text-Dependent Questions "The Bridegroom" On-Level and Support Handouts Theme Comparison Chart Analyzing Literary Texts to Find Theme Constructed Response A Constructed Response B</p>

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Time Allocated	3-4 days
EQ	How do different authors develop similar themes in their texts?
Activator/Connection/Warm Up	<p>Journal: Marlene Dietrich once said, “Superstitions are habits rather than beliefs.” What does this quotation mean to you? What superstitions do you or someone you know believe in?</p> <p>Alternate activator for another day: Dear Abby: Pretend to be one of the protagonists and write Dear Abby for advice about how to face their fear. Write a response as Abby.</p>
Instructional Delivery <ul style="list-style-type: none"> <li data-bbox="142 531 521 632">• Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) <li data-bbox="142 968 537 1068">• Guided Instruction/ Differentiated Instruction (We Do) <li data-bbox="142 1236 488 1304">• Independent Practice (You Do) 	<p>Teacher will lead a discussion on heroes often have to face their fears. Remind students that:</p> <ul style="list-style-type: none"> <li data-bbox="634 531 1507 598">• theme or central idea of a text is the message or lesson that the author develops and refines through details <li data-bbox="634 598 1463 699">• author's use of motif [recurrent presence of certain character types, objects, settings, or situations] can sometimes help illuminate the theme of a particular text <p>Provide students with a copy of Analyzing Literary Texts to Find Theme. You will want to provide enough direct instruction and model how to find theme in a work of literature. The learning targets for this lesson focus on students being able to determine themes in literature. You will also need to help them understand the need to cite textual evidence in order to support the theme.</p> <p>Students will read "The Monkey's Paw," answer text dependent questions, analyze archetypes used in the story, and how those archetypes develop the theme.</p> <p>Students will read "The Bridegroom" and answer text dependent questions, analyze archetypes used in the story, and how those archetypes develop the theme.</p> <p>Students will complete a theme comparison chart on facing fears for both stories. Students will use the chart to compare and contrast how both authors develop the theme. After reading both selections, students will complete and either Constructed Response A or Constructed Response B. Assign based on student need as demonstrated through formative assessment/observation this week.</p>
Summarizer/Closure/Evaluation of Lesson	Teacher will evaluate Constructed Response A or Constructed Response B.

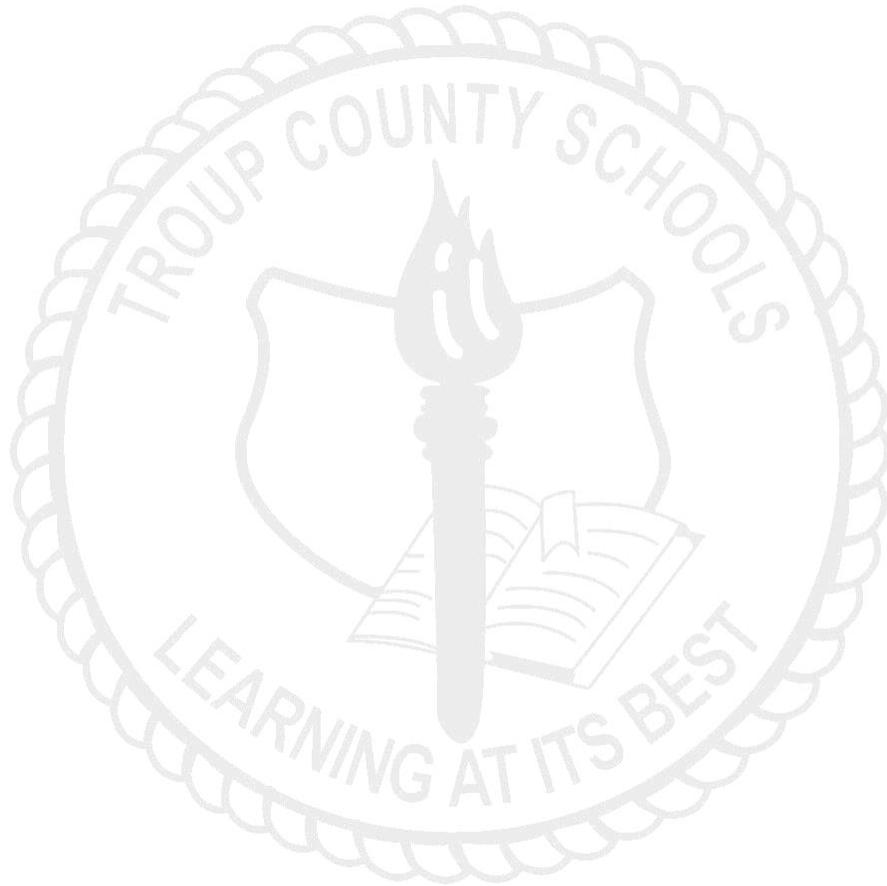
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ELA10.1.4

Learning Target(s):	I can: <ul style="list-style-type: none"> • analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, and themes in text • analyze how a theme or central idea develops over the course of the text, including evidence from the text as support • explain how specific details from the text refine or create subtle distinctions that shape the theme • use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme) • provide an objective summary: summarize the text without using personal opinions or judgment
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standard: ELAGSE9-10RL2: Determine a theme or central idea of text and closely 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. Support Standards: <ul style="list-style-type: none"> • ELAGSE9-10RL3: 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. Prerequisites: <ul style="list-style-type: none"> • infer the theme or central idea of a text, based on the text's setting, plot, and characters • analyze the development of a theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text • explain how the characters, setting, and/or plot support the development of a theme • determine the main idea(s) in a text and use them in an objective summary
Resources for Instruction	Hero in You Worksheet Hero/archetypes PowerPoint Monomyth sheet Archetypes sheet
Time Allocated	1-2 days
EQ	How do different authors use archetypes to develop the theme of the hero?
Activator/Connection/Warm Up	Students will complete the "Hero in You Worksheet"
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) 	Teacher will lead a discussion of hero/archetypes using a PowerPoint while students take notes. Ensure that students know that <ul style="list-style-type: none"> • theme or central idea of a text is the message or lesson that the author develops and refines through details • author's use of motif [recurrent presence of certain character types, objects, settings, or situations] can sometimes help illuminate the theme of a particular text <p>Teacher will lead a discussion of the monomyth and the archetypes</p>

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<ul style="list-style-type: none">• Guided Instruction/ Differentiated Instruction (We Do) • Independent Practice (You Do)	<p>sheets as students annotate.</p> <p>Students will read the evolution of the superhero sheet and label the monomyth elements and archetypes mentioned.</p> <p>Students will clips of a movie featuring a hero (such as Shrek) and complete the archetype chart.</p>
Summarizer/Closure/Evaluation of Lesson	<p>Pick your hero/superhero. Why do you like this person/character? Which archetypal character would s/he be? Explain your answer.</p>



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ELA10.1.5

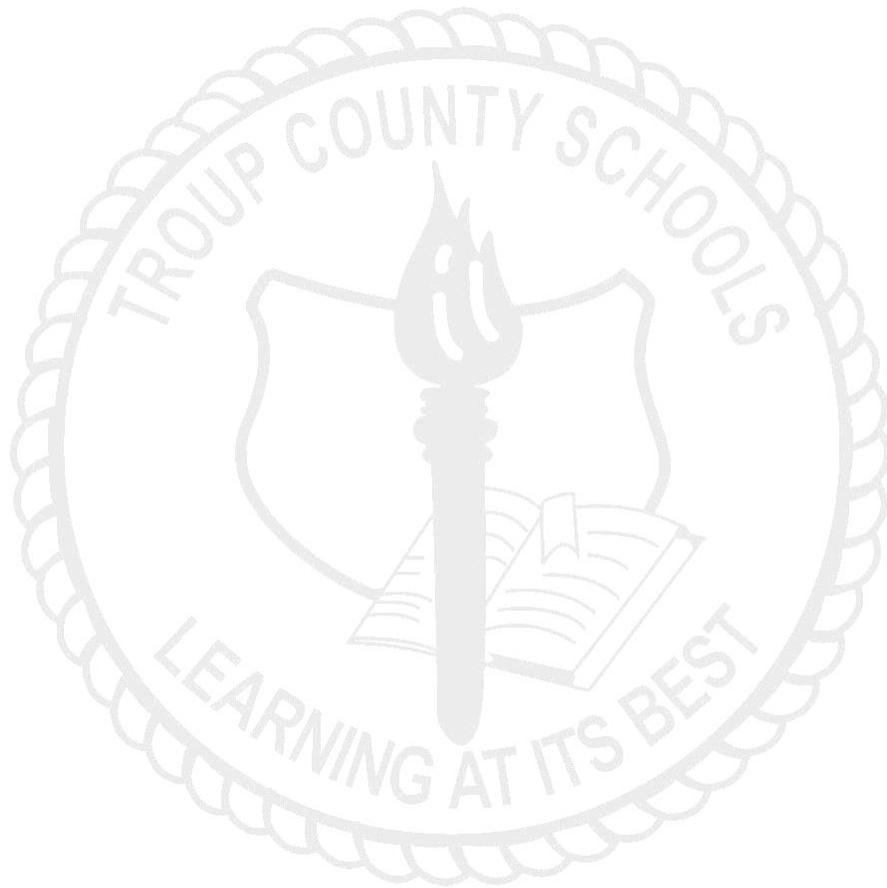
Learning Target(s):	I can: <ul style="list-style-type: none">• analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, and themes in text• analyze how a theme or central idea develops over the course of the text, including evidence from the text as support• explain how specific details from the text refine or create subtle distinctions that shape the theme• use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme)• provide an objective summary: summarize the text without using personal opinions or judgments• analyze/trace the progression of a central idea using supporting ideas across the whole text and understand how it is shaped and refined by specific details• summarize the central idea using the most supportive ideas
Priority Standards: <ul style="list-style-type: none">• Support Standards• Pre-requisite Learning	Priority Standard: <p>ELAGSE9-10RL2: Determine a theme or central idea of text and closely 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.</p> <p>ELAGSE9-10RI2: 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.</p> Support Standards: <ul style="list-style-type: none">• ELAGSE9-10RL3: 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.• ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.• ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Prerequisites: <ul style="list-style-type: none">• infer the theme or central idea of a text, based on the text's setting, plot, and characters• analyze the development of a theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text• explain how the characters, setting, and/or plot support the development of a theme• determine the main idea(s) in a text and use them in an

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	objective summary
Resources for Instruction	<p>“A Radical Female Hero from Dystopia” “Ashputtle” “The Conductorette” Monomyth worksheet Archetypes by numbers and graphic organizer Comparison of themes graphic organizer</p>
Time Allocated	3-4 days
EQ	How do different authors develop similar themes in their texts (overcoming adversity)?
Activator/Connection/Warm Up	List as many female superheroes as you can. Rank them by who is the most powerful.
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>Provide instruction on theme and central idea as needed to connect to previous lessons on these standards. Help students recognize that theme is generally associated with a literary work and central idea with literary nonfiction. Also ensure that students understand what an objective summary is and how to summarize a text. Students need to know:</p> <ul style="list-style-type: none"> • theme or central idea of a text is the message or lesson that the author develops and refines through details • universal themes appear across genre and culture • author's use of motif [recurrent presence of certain character types, objects/symbols, settings, or situations] can sometimes help illuminate the theme of a particular text • attributes of a central idea and how it is developed • how specific details are used to shape the central idea • how to summarize several ideas • difference between objective and subjective <p>Students will read "Ashputtle," analyze archetypes used in the story, and how those archetypes develop the theme of a hero overcoming adversity. Have students complete a summary of the story. Which type of heroic character is the protagonist?</p> <p>Students will read the original "The Conductorette" and analyze archetypes used in the story and how those archetypes develop the theme of overcoming adversity. Have students complete a summary of the story. Which type of heroic character is the protagonist?</p> <p>Writing: Provide instruction as needed on how to write a compare/contrast essay. You may want to review Block Method, Point by Point, and Similarities and Differences as approaches students can take to complete this essay. Make sure students understand that they must cite evidence from BOTH texts.</p> <p>Choose one of the following prompts:</p> <ul style="list-style-type: none"> • After reading “Ashputtle” and "The Conductorette," write an essay in which you compare and contrast how the authors of both texts develop the theme and/or central idea of overcoming adversity.

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	<ul style="list-style-type: none">• After reading "Ashputtle" and "The Conductorette," write an essay in which you compare and contrast how the authors develop the characteristics of female heroes.
Summarizer/Closure/Evaluation of Lesson	Read the "A Radical Female Hero from Dystopia" (Katniss) article. Identify the central idea and provide a brief summary of the article. Which type of heroic character is she? How is she like Ashputtle and Angelou?



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ELA10.1.6

Learning Target(s):	I can: <ul style="list-style-type: none"> • analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, and themes in text • analyze how a theme or central idea develops over the course of the text, including evidence from the text as support • explain how specific details from the text refine or create subtle distinctions that shape the theme • use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme) • provide an objective summary: summarize the text without using personal opinions or judgments
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standard: ELAGSE9-10RL2: Determine a theme or central idea of text and closely 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. Support Standards: <ul style="list-style-type: none"> • ELAGSE9-10RL3: 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. Prerequisites: <ul style="list-style-type: none"> • infer the theme or central idea of a text, based on the text's setting, plot, and characters • analyze the development of a theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text • explain how the characters, setting, and/or plot support the development of a theme • determine the main idea(s) in a text and use them in an objective summary
Resources for Instruction	"Beauty and the Beast" and "Cupid and Psyche, p. 1130
Time Allocated	3-4 days
EQ	How do different authors develop similar themes in their texts (the journey to true love)?
Activator/Connection/Warm Up	Love activator
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/ 	Students will complete the love activator and discuss/debate their responses using four corners- strongly agree, strongly disagree, it depends, neutral. Students will read "Cupid and Psyche" on p.1138, analyze archetypes used in the story, and how those archetypes develop the theme of a hero's journey to find love. Which type of the heroic character is the protagonist? Students will read the original "Beauty and the Beast," analyze archetypes used in the story, and how those archetypes develop the

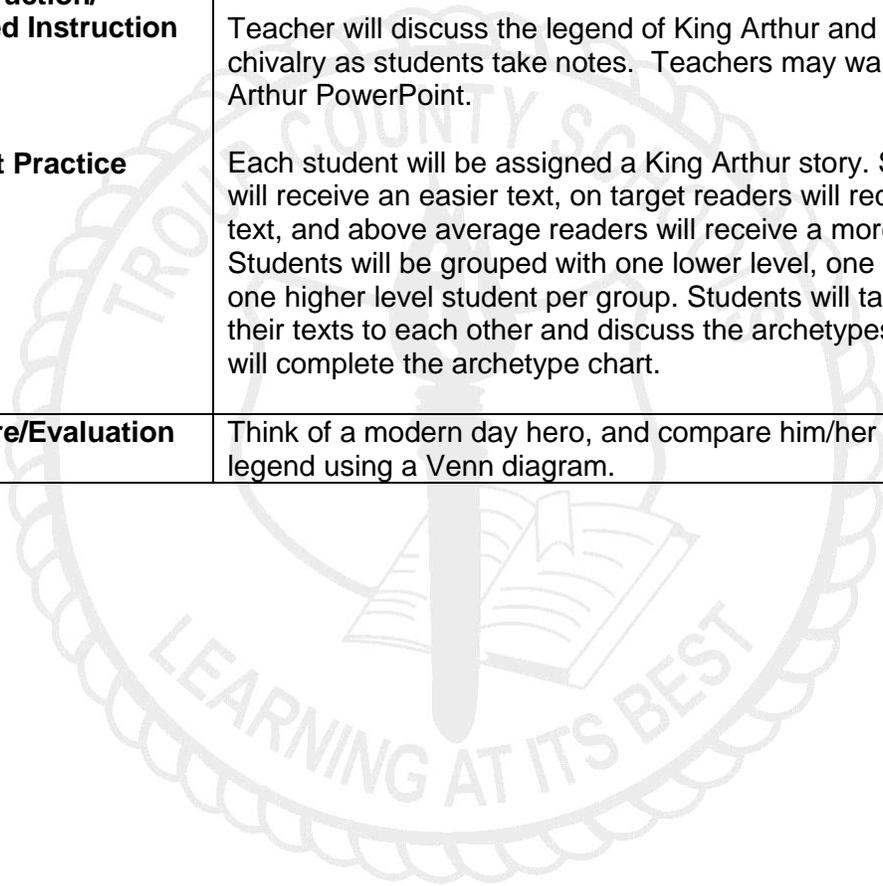
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ELA10.1.7

<p>Learning Target(s):</p>	<p>I can:</p> <ul style="list-style-type: none"> • analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, and themes in text • analyze how a theme or central idea develops over the course of the text, including evidence from the text as support • explain how specific details from the text refine or create subtle distinctions that shape the theme • use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme) • provide an objective summary: summarize the text without using personal opinions or judgments
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	<p>Priority Standard: ELAGSE9-10RL2: Determine a theme or central idea of text and closely 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.</p> <p>Support Standards:</p> <ul style="list-style-type: none"> • ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • ELAGSE9-10RL3: 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. <p>Prerequisites:</p> <ul style="list-style-type: none"> • infer the theme or central idea of a text, based on the text's setting, plot, and characters • analyze the development of a theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text • explain how the characters, setting, and/or plot support the development of a theme • determine the main idea(s) in a text and use them in an objective summary
<p>Resources for Instruction</p>	<p>“Arthur Becomes King of Britain” by T.H. White, p. 1152 from <i>Morte d’Arthur</i> by Alfred, Lord Tennyson, p. 1174 Short Arthur Stories/Summaries King Arthur PowerPoint King Arthur Notes Archetype Chart</p>
<p>Time Allocated</p>	<p>2-3 days</p>
<p>EQ</p>	<p>How do different authors develop similar themes in their texts (heroic chivalry)?</p>

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Activator/Connection/Warm Up	View The Hero's Journey clip Write a code of conduct for our high school. Include five behaviors that exemplify chivalry (courtesy). Start with To
Instructional Delivery <ul style="list-style-type: none">• Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)• Guided Instruction/Differentiated Instruction (We Do)• Independent Practice (You Do)	Students will share their codes of conduct and why they chose behaviors. Remind students that we are again focusing on theme. They need to know: <ul style="list-style-type: none">• theme or central idea of a text is the message or lesson that the author develops and refines through details• author's use of motif [recurrent presence of certain character types, objects, settings, or situations] can sometimes help illuminate the theme of a particular text Teacher will discuss the legend of King Arthur and his knights' code of chivalry as students take notes. Teachers may want to use the King Arthur PowerPoint. Each student will be assigned a King Arthur story. Struggling readers will receive an easier text, on target readers will receive a mid-length text, and above average readers will receive a more challenging text. Students will be grouped with one lower level, one middle level, and one higher level student per group. Students will take turns reading their texts to each other and discuss the archetypes used. All students will complete the archetype chart.
Summarizer/Closure/Evaluation of Lesson	Think of a modern day hero, and compare him/her to hero in your legend using a Venn diagram.



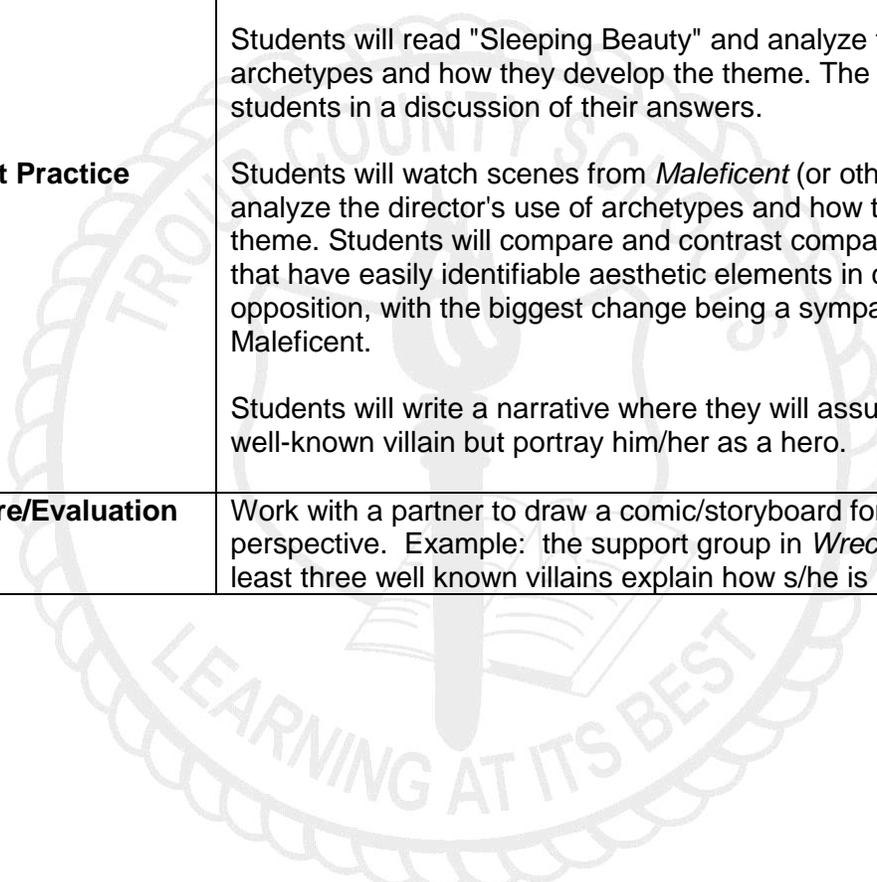
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ELA10.1.8

<p>Learning Target(s):</p>	<p>I can:</p> <ul style="list-style-type: none"> • determine which details in a particular work of literature relate to a cultural experience or support the author's or character's point of view • compare and contrast the author's or character's point of view or cultural experience from a wide variety of texts • analyze how a particular cultural belief affects the point of view of a topic • analyze how cultural experiences differ in literary works of similar topics • evaluate the influence of cultural experiences and their effects on the author's or character's point of view within a text
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	<p>Priority Standards: ELAGSE9-10RL6: 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.</p> <p>Support Standards:</p> <ul style="list-style-type: none"> • ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment. • ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • ELAGSE9-10RI2: 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. • ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. • ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • ELAGSE9-10RL2: Determine a theme or central idea of text and closely 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. • ELAGSE9-10RL3: 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. • ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<p>Resources for Instruction</p>	<p>Perceptions of Heroes and Villains "Sleeping Beauty" <i>Maleficent</i></p>
<p>Time Allocated</p>	<p>3-4 days</p>

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EQ	How does the author's point of view affect the hero and villain of a text?
Activator/Connection/Warm Up	Identify and hero and his/her villain in pop culture. What are their similarities and differences?
<p>Instructional Delivery</p> <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>Provide direct instruction on point of view. Students should know:</p> <ul style="list-style-type: none"> • how to identify point of view • that individuals from different cultures have varying perspectives based on their worldview • cultural experiences influence the point of view in text <p>Students will read "Perceptions of Heroes and Villains" and write an objective summary of the text. Teacher will lead a discussion on how a character is a hero or a villain depends on the author's perspective.</p> <p>Students will read "Sleeping Beauty" and analyze the author's use of archetypes and how they develop the theme. The teacher will lead students in a discussion of their answers.</p> <p>Students will watch scenes from <i>Maleficent</i> (or other fairy tale) and analyze the director's use of archetypes and how they develop the theme. Students will compare and contrast comparison and contrast that have easily identifiable aesthetic elements in common or in opposition, with the biggest change being a sympathetic view of Maleficent.</p> <p>Students will write a narrative where they will assume the identity of a well-known villain but portray him/her as a hero.</p>
Summarizer/Closure/Evaluation of Lesson	Work with a partner to draw a comic/storyboard for a villain's perspective. Example: the support group in <i>Wreck it Ralph</i> . Have at least three well known villains explain how s/he is really a hero.



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ELA10.1.9

Learning Target(s):	I can: <ul style="list-style-type: none"> • analyze poems to determine the tone and how that leads to the theme. • analyze text using specific details throughout the text. • analyze the impact of word choices on meaning and tone.
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	Priority Standards: ELAGSE9-10RL2: Determine a theme or central idea of text and closely 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. ELAGSE9-10RL4: 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).
Resources for Instruction	Poems- "The Weary Blues" by Langston Hughes pgs. 736-37 "All" by Bei Dao pg. 764 "Also All" by Shu Ting pg. 765-66
Time Allocated	2 days
EQ	How does tone affect theme in poetry?
Activator/Connection/Warm Up	"You will never be happy if you continue to search for what happiness consists of. You will never live if you are looking for the meaning of life." -Albert Camus What does this quote mean to you?
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/ Differentiated Instruction (We Do) • Independent Practice (You Do) 	Teacher will read "The Weary Blues" to students and with them identify the tone and how that leads to the theme of the poem. Teacher reads "All" to students and lets them identify tone and theme. Teacher reads "Also All" to students and lets them identify tone and theme.
Summarizer/Closure/Evaluation of Lesson	Students will answer "All" & "Also" All Poetry Analysis Activity