

Unit Overview

This unit is designed to guide students' understanding of how the individual is both impacted and impacts society. The focus on the glorification and marginalization of individuals and groups within a society will open up conversations about what societies value and what happens when an individual finds themselves outside the normalized social sphere. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about belonging and seeking individualism and uses inquiry to engage students in learning processes that develop critical thinking about the role society has in developing the individual's perception of self worth. Students will analyze and evaluate texts that highlight the qualities glorified by societies and the individuals who are marginalized for not embodying these qualities. They will explore rhetorical strategies used by writers to evaluate society and expose readers to the problematic nature of society as it confines individuals. Poems and short stories about marginalization or seeking individual identity, as well as a novel that emphasizes the place of the individual within society will be used to draw real-world connections to historical Western societies as well as modern American society and to experiences relevant to the culture of learners in the classroom. Students will have agency to create poetry and prose (speeches, essays) that emphasizes who they are as individuals and how they feel they belong (or don't belong) within the larger society of modern America. Assessment will engage students in reading and discussion and be used to support their major writing as a demonstration of rhetorical technique and expression of their understanding of the individual and society.

Essential Questions:

- *How do cultural and societal norms influence our understanding and expression of human nature?*
- *In what ways can finding one's voice contribute to positive change in society?*
- *To what extent does the truth change depending on who's telling the story?*
- *Why is it important for people and cultures to construct narratives about their experience?*

Learning Targets & Standards

In this unit, students will explore the theme of the individual and society. They will dive into the concept of "other" or "othering" as it pertains to societal norms in order to further their understanding of the glorification or marginalization of the individual. They will analyze poetry and prose and evaluate the use of rhetorical strategies to implicitly or explicitly examine social structures. By the end of the unit, students will create their own expressive piece of poetry and/or prose (speech/essay) with the lens of "other" as the perspective.

Standards

Reading Domain: Literature

RL.CR.11-12.1; RL.CR.11-12.2; RL.CR.11-12.3; RL.CR.11-12.4; RL.CR.11-12.7

Reading Domain: Information Text

RI.CR.11-12.1; RI.CR.11-12.2; RI.CR.11-12.3; RI.CR.11-12.5

Writing Domain

W.IW.11-12.2; W.IW.11-12.3

Speaking & Listening Domain

SL.PE.11-12.1; SL.PE.11-12.3

Assessments:**Summative Assessments (40%): Writing Workshop & Performance Assessment**

- 1. Writing Workshop (20%):** Literary Analysis (Poetry/Short Fiction) Essay **W.IW.11-12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **RL.CR.11-12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- 2. Performance Assessment (20%):** must align with standard (class novel/independent reading) **RL.CI.11-12.2.** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

[Independent Reading](#) throughout the year

Formative Assessments:

- These assignments must measure performance progress toward unit goals for closer reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar). *In marking period 1, the summer reading assessment counts as a 5% quiz grade.

*[suggested Performance Assessment](#)

Instructional Strategies & Unit Resources:**Texts:**

Long Fiction: Suggested Choices: [1984](#), [Brave New World](#), [Frankenstein](#); [Grendel](#); [Things Fall Apart](#); [Lord of the Flies](#), [Animal Farm](#), [Curious Incident of the Dog in the Nighttime](#); [Fahrenheit 451](#)

Short Fiction: *Beowulf*, *Sir Gawain & the Green Knight*, *Le Morte d'Arthur*, “The Mark of the Beast” (Kipling); “Bartleby, The Scrivener” (Melville); “Interpreter of Maladies” (Lahiri); *A Dead Woman’s Secret* (Guy De Maupassant)

Essays: “Beowulf: The Monsters and the Critics” (Tolkien); “What Makes a Hero?” (Zimbardo); Excerpt from “On Seeing England” (Kincaid)

Poetry: “Ozymandias” by Shelley, “Holy Sonnet 10” (“Death Be Not Proud”) by Donne, “Ode to a Suit” by Neruda, “When I Have Fears” by Keats, “To An Athlete Dying Young” by A.E. Housman, “The Soldier” by Rupert Brooke, “Wired” by Siegfried Sassoon, “Anthem for Doomed Youth” by Wilfred Owens; “The Wanderer” (Anglo -Saxon); “Seafarer”

Multimedia: select scenes from “The Hobbit: The Desolation of Smaug” (film); TED Talk “The Danger of a Single Story” (Adichie)

Instructional Strategies:

Students will participate in collaborative activities, including Socratic Seminar discussion, to analyze texts and strengthen speaking and listening skills; investigate meanings, contexts, and the use of language to expand their vocabulary; and write regularly in Writer’s Workshop assignments that promote effective use of language, require reflections on progress when writing an expository essay, and include the study and imitation of mentor texts.

Activities (suggested list):

Speaking/Listening: Whole-Class discussion; Small group discussion/Micro-Seminars; Socratic Seminar

Reading: Whole-Class reading; Small Group reading; Independent reading; Modeling annotation for analysis; Comprehension & Critical Thinking questions

Writing: Journaling & Reflection; Annotation; Short Writing Samples; Outlining/Organizing ideas; Writing Workshop skills practice

Vocabulary

**For additional vocabulary practice, students will identify, understand, and use new words learned while reading specific texts and/or through individual vocabulary instruction through Membean program.*

Tier 2 Words (high-frequency words used throughout the unit)

- Society
- Individualism
- Marginalization
- Glorification
- Heroism
- Ostracize
- Othering

Tier 3 Words(discipline-specific words used throughout the unit)

- Metaphor/Simile
- Allegory
- Analogy
- Irony/Satire
- Personification
- Hyperbole
- Understatement
- Symbol/Motif
- Theme

Accommodations & Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

Interdisciplinary Connections & 21st Century Themes & Skills

- ***History Companion Goals:***
 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- ***Career & Life Readiness Goals:***
 - Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- ***Life Literacies & Key Skills Goals:***
 - Analyze the decisions creators make to reveal explicit and implicit messages within information and multimedia

Unit Overview

Whether it's multiple interpretations of themes in Shakespearean drama and poetry or multiple points of view on a social issue, this unit is designed to guide students through the analysis of figurative and rhetorical language authors use when conveying their message. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives on themes and social issues and uses inquiry to engage students in learning processes that develop critical thinking about themes and issues relevant today. Students will analyze and evaluate Shakespearean Drama and informational texts on social issues as they consider real-world connections and experiences relevant to the culture of learners in the classroom. Students will have agency to choose topics and create an expository essay and performance assessment on the development of a theme throughout a text and the effect of media bias on an audience. Assessment will engage students in analysis and close reading and be used to demonstrate their understanding of how writer's use language to effect an audience.

Essential Questions

- *How does the pursuit of truth influence our understanding of the world and ourselves?*
- *What is the nature of truth, and how do we determine what is true?*
- *To what extent does the truth change depending on who's telling the story? How does perspective shape or alter truth?*
- *What is the relationship between truth and power?*
- *How can language be powerful/manipulate/inspire?*
- *What is the relationship between thinking and language? How close or far are they apart?*
- *How is literature life like?*
- *In what ways are all narratives influenced by bias and perspective?*
- *Why are there universal themes in literature—that is, themes that are of interest or concern to all cultures and societies?*
- *Why are some authors' works considered timeless?*
- *How do authors use literary and rhetorical devices to convey a message?*

Learning Targets & Standards

In this unit, students will be looking at the nature of truth. In Shakespeare, they will find universal themes and in non-fiction, they will be looking at multiple sides of an issue. Either way, they are looking at where can we find truth in our world and in literature. When doing so, students will also look at an author's language and the choices they make in order to convey meaning.

Standards

Reading Domain: Literature

RL.CR.11-12.1; RL.CI.11-12.2; RL.IT.11-12.3; RL.TS.11-12.4; RL.CT.11-12.7

Reading Domain: Information Text

RI.CR.CR.11-12.1; RI.CI.11-12.2; RI.IT.11-12.3; RI.TS.11-12.4; RI.PP.11-12.5; RI.MF.11-12.7

Writing Domain

W.IW.11-12.2; W.WP.11-12.4; W.WR.11-12.5; W.SE.11-12.6; W.RW.11-12.7

Speaking & Listening Domain

SL.PE.11-12.1; SL.II.11-12.2; SL.ES.11-12.3; SL.PI.11-12.4; SL.UM.11-12.5

Assessments**Summative Assessments: Writing Workshop & Performance Assessment**

Writing Workshop: *W.IW.11-12.2.* Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Explanatory Essay—can be done with Shakespeare or Media Bias but must be paired with a standard listed below.

1. **Shakespeare** (Writing Workshop or Performance Assessment) **20%**- *RL.IT.11-12.3.* Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
 - a. *WW Option:* "Should We Still Read Shakespeare" using provided texts and chosen Shakespearean Drama
 - b. *PA Option:* "Theme Throughout Play and Today" using Shakespearean Drama and examples of the theme in modern day texts
2. **Media Bias** (Writing Workshop or Performance Assessment) **20%**- *RI.PP.11-12.5.* Analyze an author's purpose in a text, distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
 - a. *WW Option:* Analysis of differences and similarities with information and language/style/structure.
 - b. *PA Option:* Infographic of bias or Debate using persuasive, strong diction

Independent Reading throughout the year

Formative Assessments:

Independent Reading Checks, Theme Analysis, Reading Check Quizzes, Vocabulary Quizzes, Media Bias Analysis, Mini-Debates, Writing Workshop, Writing Samples, and Socratic Seminar

Instructional Strategies & Unit Resources:

Shakespeare Texts Include: [Macbeth](#), [Hamlet](#), or [Julius Caesar](#); *Sonnets*

Media Bias Texts: [Teaching Media Literacy](#); [Allsides.com](#) Articles; [How the News Media Works](#);

Socratic Seminar Texts: Should We Teach Shakespeare in Schools: ["Why, and How, We Should Read Shakespeare Today"](#), ["Kill Bill: Why We Must Take Shakespeare Out of the Classroom"](#), ["Why do We Force High School Students to Read Shakespeare?"](#)

Audio/Visual Texts:

- Shakespeare: [Why Tragedies are Alluring](#); [Why Shakespeare Loved Iambic Pentameter](#); [Why Should You Read Macbeth?](#); [Why Should You Read Hamlet?](#); [The Great Conspiracy Against Julius Caesar](#)
- Media Bias: [Why People Fall for Misinformation](#); [Can you Outsmart a Troll?](#); [How to Spot a Misleading Graph](#); [How False News Spreads](#)

INDEPENDENT READING BLURB**Activities/Strategies** (suggested list):

- Speaking/Listening: whole-class discussion; small group discussion/micro-seminars; Socratic Seminar; Watching scenes from plays
- Reading: whole-class reading; small group reading; independent reading; modeling annotation for analysis; comprehension & critical thinking questions

- Writing: journaling & reflection on texts; annotation; short writing samples; outlining/organizing ideas; writing workshop skills practice; modeling of writing techniques and styles; revising and editing based on feedback and self-check lists

Vocabulary

For additional vocabulary practice, students will identify, understand, and use new words learned while reading specific texts and/or through individual vocabulary instruction through Membean program.

Tier 2 Words

bias
media
nuance
persuasion
misinformation

expository
rhetoric
connotation
denotation
diction
monologue
soliloquoy
drama
figurative language
tragedy

Tier 3 Words

aside
imagery
iambic pentameter

Accommodations & Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

Interdisciplinary Connections & 21st Century Themes & Skills

On their quest for the nature of truth, students will be reading informational texts alongside literature. As in other disciplines, like history and science, students will be analyzing text and assessing author's claims, reasoning, evidence, and vocabulary. With using social issues and discussing universal themes, it allows for students to learn and hone key skills like evaluating point of view, bias, motivations, and the decisions creators make when revealing explicit ad implicit messages in media. These undertakings allow students to demonstrate career and life readiness through effective written, oral, and multimedia communication while evaluating these truths and the impact they have on society.

Unit Overview

This unit is designed to guide students' understanding of analyzing research. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about global social issues in our world today and uses inquiry to engage students in learning processes that develop critical thinking about how and where we receive information and how to analyze bias in order to determine what is fact and what is opinion. Students will analyze and evaluate various non-fiction texts (news articles, essays) as they consider real-world connections to modern global social issues and to experiences relevant to the culture of learners in the classroom. Students will have agency to create an essay that incorporates research from multiple perspectives and choose a structure to follow when writing. Assessment will engage students in synthesizing information and be used to ultimately compose a thoughtful research-based essay on a major social issue.

After the research unit, students will also have the opportunity to read a variety of literature, including long and/or short dystopian texts. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about the various issues presented in dystopian literature and uses inquiry and to engage students in learning processes that develop critical thinking about the extent to which dystopian literature is a reflection of or warning to society. Students will analyze & evaluate various texts as they consider real-world connections to their own local and global society, and to experiences relevant to the culture of learners in the classroom. Assessment will engage students in analyzing and evaluating how multiple texts treat the same or similar topics.

Essential Questions:

- *What are the limitations and biases in our interpretation and portrayal of history?*
- *What kind of world do we want to create for future generations, and how can we make a positive impact starting today?*
- *To what extent is a fair, equitable, and just society a realistic possibility in our lifetimes?*
- *How does the pursuit of truth influence our understanding of the world and ourselves?*
- *To what extent is dystopian literature a reflection or or warning to society?*
- *How would you define a utopian society?*
- *How do competing notions of what a utopian society should look like lead to conflict?*
- *How does the text reinforce, critique, or challenge current societal definitions?*

Learning Targets & Standard

In this unit, students will participate in a variety of activities that build on the skills presented in the media literacy mini-unit, demonstrating their understanding of media bias and their ability to apply this to their research process. They will analyze texts (essays, journals) that present different perspectives of a common theme or issue, evaluating sources for credibility. They will then produce an argument essay where they synthesize these skills using a structure of their choosing. Additionally, students will dive into the dystopian literature genre and study structures and themes from them. While studying the genre, students will then create connections between these real world issues and the authors' commentary and show their understanding in a creative way.

Standards

Reading Domain: Literature

RL.CR.11-12.1; RL.CI.11-12.2; RL.IT.11-12.3; RL.TS.11-12.4; RL.CT.11-12.7

Reading Domain: Information Text

RI.CR.CR.11-12.1; RI.CI.11-12.2; RI.IT.11-12.3; RI.TS.11-12.4; RI.PP.11-12.5; RI.MF.11-12.7; RI.AA.11-12.7

Writing Domain

W.AW.11-12.1; W.WP.11-12.4; W.WR.11-12.5; W.SE.11-12.6; W.RW.11-12.7

Speaking & Listening Domain

SL.PE.11-12.1; SL.II.11-12.2; SL.ES.11-12.3; SL.PI.11-12.4; SL.UM.11-12.5; SL.AS.11-12.6.

Assessments**Summative Assessments (40%): Writing Workshop & Performance Assessment**

Writing Workshop (20%): Argumentative Research Essay **W.AW.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **Research Paper:** Student/Teacher choice for [structure](#) & topic: choose a topic from the Issues & Controversies database that has a Pro/Con article available
 - Must meet MLA standards and using at least 3 total sources with at least one from the school databases and at least one credible source from a Google search.

Performance Assessment (20%): must align with standard (class novel/independent reading) **RL.CT.11-12.7** Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

- Suggestion: Students outline or write a short piece of Dystopian Fiction using a similar issue from one of the dystopian literature pieces studied and include the elements of the genre. Students can create a book jacket or movie trailer to pair with it and reflect on the similarity/differences within the portrayal of the issue.

[Independent Reading](#) throughout the year

Formative Assessments: *Independent Reading Checks, Reading Check Quizzes, Vocabulary Quizzes, Source Analysis, Writing Workshop, Writing Samples, and Socratic Seminar*

Instructional Strategies & Unit Resources

Long Dystopian Texts: *1984, Brave New World, Lord of the Flies, Animal Farm; Fahrenheit 451*

Short Dystopian Texts: The Lottery (Jackson); Harrison Bergeron (Vonnegut); The Pedestrian (Bradbury); We Ate the Children Last (Martel); There Will Come Soft Rains (Bradbury); The Perfect Match (Liu); The Monsters are Due on Maple Street (Serling); Anthem (Rand); Minority Report

Dystopian Independent Reading Suggestions: Hunger Games (Collins); Divergent (Roth); Tomorrow When the War Began (Marsden); The Handmaid's Tale (Atwood); Noughts & Crosses (Blackman); The Graveyard Book (Gaiman)

Audio/Visual Texts: Select Scenes from The Hunger Games, Divergent, Maze Runner; Tomorrow When the War Began, and/or Minority Report; [Model Citizen](#)

Short Texts for Teacher's Choice (suggested list): Beowulf, Sir Gawain & the Green Knight, Le Morte d'Arthur; selected poetry

Research Texts: [Teaching Media Literacy](#); [Allsides.com](#) Articles; LMC Databases

Socratic Seminar Texts: [Plagiarism Lines Blur for Students in Digital Age](#); [Melania Trump Trumped by Plagiarism](#)

INDEPENDENT READING BLURB**Activities** (suggested list):

- Speaking/Listening: whole-class discussion; small group discussion/micro-seminars; Socratic Seminar; Watching scenes from plays
- Reading: whole-class reading; small group reading; independent reading; modeling annotation for analysis; comprehension & critical thinking questions
- Writing: journaling & reflection on texts; annotation; short writing samples; outlining/organizing ideas; writing workshop skills practice; modeling of writing techniques and styles; revising and editing based on feedback and self-check lists

Vocabulary

For additional vocabulary practice, students will identify, understand, and use new words learned while reading specific texts and/or through individual vocabulary instruction through Membean program.

Tier 2

Bias
Literacy
Argument
Counterargument
Relevance

Tier 3

Genre
Utopia
Dystopia

Accommodations & Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

Interdisciplinary Connections & 21st Century Themes & Skills

As students delve into researching a real-world issue, they will be assessing an author's claims, reasoning, and evidence and be able to integrate and evaluate multiple sources of information in diverse formats and media in order to answer a question or solve a problem. Students may need to analyze documents of historical significance and/or analyze political articles to find the creator's bias, point of view, and implicit or explicit message. *Students will demonstrate career and life readiness through effective written, oral, and multimedia communication while researching and analyzing texts.*

Unit Overview

This unit is designed to guide students' understanding of how individuals can impact society through their writing, as well as how writing can be used to empower one's voice. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about various social issues and how social commentary, including the use of irony & satire, can highlight flaws in human nature, as well as injustices in society and/or the world, and uses inquiry to engage students in learning processes that develop critical thinking about their own impact on society and/or the world. Students will analyze and evaluate various fiction and non-fiction texts, from the 17th through 21st centuries as they consider real-world connections to the issues they read about and to experiences relevant to the culture of learners in the classroom. Students will have agency to create their own social commentary using the techniques studied and analyzed in the mentor texts. Assessment will engage students in discussions, close reading and analysis of texts, writing about the texts, creating their own social comment and be used to empower students' voices through writing to express themselves and expose the injustices they see around them, as well as preparing them with skills necessary for college and career.

Essential Questions:

- *What is social justice?*
- *To what extent does power or the lack of power affect individuals?*
- *How are prejudice and bias created? How can we overcome them?*
- *When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?*
- *How can literature serve as a vehicle for social change?*
- *How can language be powerful?*
- *How can you use language to empower yourself?*
- *What does it mean to be an insider or an outsider?*
- *How can social commentary be used to address injustice?*
- *How do the writing techniques a writer uses affect how the reader perceives the writer's message?*
- *How does a writer decide which techniques to use when creating a text?*

Learning Targets & Standards

Students will read and analyze each text to determine the author's perspective, as well as identify the social issue the writer is commenting on. Students will think about who the author is and what gives their voice power in their society. They will be challenged to think about why some voices have more influence than others and why certain voices remain unheard. Students will consider an individual's impact by analyzing the characters and people in the texts provided as well as reflecting on their own lives with a personal narrative.

Standards

Reading Domain: Literature

RL.CR.11-12.1; RL.CI.11-12.2; RL.IT.11-12.3; RL.TS.11-12.4; RL.PP.11-12.5; RL.CT.11-12.8

Reading Domain: Information Text

RI.CR.CR.11-12.1; RI.CI.11-12.2; RI.IT.11-12.3; RI.TS.11-12.4; RI.PP.11-12.5;

Writing Domain

W.NW.11-12.3; W.WP.11-12.4; W.SE.11-12.6; W.RW.11-12.7

Speaking & Listening Domain

SL.PE.11-12.1; SL.II.11-12.2; SL.ES.11-12.3; SL.AS.11-12.6

Assessments:**Performance Assessment** 20% (suggested assignment)

- Compare two or more pieces of social commentary (written or visual texts) on the same/similar issue and answer the following questions:
 - What perspective does each author take on the issue? How do you know this? Use textual evidence to support your response.
 - Which text is the most compelling and conveys the more **cogent** point of view on the issue? Why? Explain using textual evidence.
 - Present findings in a Google Slides presentation, a Prezi, or an infographic using Canva or another similar program.
 - Optional addition: have students create their own "[mini-billboard](#)" supporting the point of view they support
- **Standard: RL.PP.11-12.5** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).

Personal Narrative 20%

- Introduce students to the [Common App writing prompts](#), with the following prompt as another option: *Choose a societal issue that you have been personally affected by in some way. How did your struggle with this issue impact you? What did you learn from this experience? Use narrative style writing to show the reader what the issue is and how you were impacted by it.*
 - Limit word count to 500-650 words and style the writing to be a possible college application essay for those who will be applying to college in the fall.
 - Resource: CommonLit [Writing Your Story: Memoir & Application Essays](#)
- **Standard: W.NW.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

[Independent Reading](#) throughout the year

Formative Assessments

- Discussion, formal and informal
- Reading Checks
- Writing Workshop

Instructional Strategies & Unit Resources**Texts** (suggested list):

Short Stories: selections from *The Canterbury Tales*; *A Modest Proposal* (Jonathan Swift); [Shooting an Elephant](#) (Orwell); [How Much Land Does A Man Need?](#) (Leo Tolstoy); [The Mark of the Beast](#) (Rudyard Kipling); [Interpreter of Maladies](#) (Jhumpa Lahiri); [Girl](#) (Jamiaca Kincaid); [Harrison Bergeron](#) (Kurt Vonnegut)

Poetry: [Eve's Apology in Defense of Women](#) excerpt (Amelia Lanier); [The World Is Too Much With Us](#) (William Wordsworth); *The Chimney Sweeper*, from [Songs of Innocence](#) & [Songs of Experience](#) (William Blake); [The Poison Tree](#) (William Blake); selected poetry (see [Mini-Unit](#))

and [Poetry Foundation](#)); [Poems for Social Justice](#)

Articles/Commentary: selected articles by [Leonard Pitts](#)

Audio/Visual (suggested list): selected episodes of [The Twilight Zone](#); [political & social cartoons](#); artwork by Chris Jordan ([TedTalk](#) & [Artwork](#)); artwork by [Banksy](#)

Unit Resources:

- [Understanding Social Commentary](#): Lesson Ideas
- [Using Song Lyrics to Explore Social Commentary](#)
- [Common Lit: Science Fiction & Social Commentary](#)

Activities/Strategies (suggested list):

- **Speaking/Listening:** whole-class discussion; small group discussion/micro-seminars; Socratic seminar
- **Reading:** whole-class reading; small group reading; independent reading; modeling annotation for analysis; comprehension & critical thinking questions; independent reading checks & assessment (minor)
- **Writing:** journaling & reflection on texts; annotation; short writing samples; outlining/organizing ideas; writing workshop skills practice; modeling of writing techniques and styles
 - [“They Say/I Say”](#) - responding to texts
 - [“I Am”](#) poem

There will be a combination of whole class instruction, group activities, and Socratic Seminar to discuss the texts. Students will engage in various formative and summative writing activities to demonstrate understanding of the concepts, as well as basic writing skills, including the opportunity to compose their own piece of social commentary based on personal experience.

Vocabulary

For additional vocabulary practice, students will identify, understand, and use new words learned while reading specific texts and/or through individual vocabulary instruction through Membean program.

Tier 2 Words

General: social commentary; social justice; bias; empower; imperialism; oppression; indigenous; satire

Text Specific (suggested):

- *The Canterbury Tales (Gen Prologue, lines 1-42):* martyr, pilgrim, pilgrimage, devout, drought, engender
- *The Pardoner’s Tale:* vice, repent, covet/covetousness, blasphemy, perdition
- *A Modest Proposal:* melancholy; alms; prodigious; deplorable; raiment; commodity; discourse; enumerate; endeavor
- *Shooting an Elephant:* nimble, jeer, perplexing, prostrate, coolie
- *How Much Land Does A Man Need?:* pique; disparage; twain; till/tilling; sow
- *The Mark of the Beast:* genial; contingent; leper/leprocy; penal/penal code; ruffian; degradation; mew; dispassionate/dispassionately

Tier 3 Words

narrative
hook
lead
satire
irony

- *Eve's Apology*: idle; vain; immoral; breach; discretion; reprove

Accommodations & Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

Interdisciplinary Connections & 21st Century Themes & Skills

Students can read social commentary articles on current scientific issues, such as climate change and the development of AI, as well as historical social commentary to reflect on historical issues. Students will evaluate authors' differing perspectives on a historical event or issue and assess their claims, reasoning, and evidence. Evaluating and analyzing are key skills students need for life literacy in order to identify and understand bias, motivation, and implicit messages in today's information and media.