Teaching with Primary Sources (TPS) Supplemental Reading Curriculum

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Website: http://cms.wpunj.edu/coe/departments/elps/tps-at-wpu.dot?host_id=1

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I. Introduction to Primary Sources

Description:

This unit will help students build literal, interpretive, and critical comprehension skills. The unit provides students with an overview of the reading process; and opportunities to reflect on their own reading processes to improve their metacognitive abilities, to practice using strategies while reading, and to examine their interests and reading habits. The unit will provide the opportunity for students to demonstrate their ability to make connections (placing emphasis on text-to-text and text-to-world), draw conclusions by synthesizing clues from multiple sources, and generate and respond to insightful questions about texts across genre. The students' written responses to texts produced throughout the unit, can be used to assess their comprehension. The unit can be introduced in a series of coherent sequential lessons or the activities can be integrated with other reading units and lessons.

By the end of the unit, students will be able to extrapolate information, summarize and synthesize information from multiple sources to identify trends and patterns, draw conclusions, make inferences, demonstrate effective use of strategies for distinguishing main idea from implied main idea, and use graphic organizers to extrapolate information from texts across genres. Through collaborative and whole class discussions as well as writing assignments students will demonstrate understanding of author's purpose. In order to characterize the attributes of individuals encountered in text, students will be able to discuss and research characters/figures encountered in texts and analyze events and explain how they impacted decision-making of various "figures" in texts in fiction and nonfiction. Students' analysis will demonstrate their ability to closely examine and make inferences about characters' actions, motives, and traits. Students will also be able to make distinctions between fact, opinion, claims, evidence, bias, and propaganda, and provide evidence to support arguments during oral presentations (such as debate) and in writing.

Objectives:

1. Understand what are primary source documents.
2. Make observations and generate questions about a wide range of texts then discuss (in small groups) their findings from their observations.
3. Use note-taking strategies to practice summarizing skills.
4. Read and analyze primary source documents.
5. Participate in a cooperative groups to analyze various visual aids
6. Analyze a text to infer implied ideas.
7. Discuss the identifiers of tone and mood in a piece of text
8. Revise their poetry by adding extended metaphors and the title of their piece.
9. Introduce and deconstruct aspects of the reading process
10. Identify, examine and use inquiry processes
11. Identify and use reading strategies and skills
12. Review steps for using clues from one or more sources to drawing conclusion
13. Identify ways to use prior knowledge by making connections
14. Identify strategies for summarizing and synthesizing information from different kinds of texts

15. Review how to identify the main idea and supporting details in a text selection
16. Review how to distinguish between a main idea and a topic
17. Identify techniques for distinguishing between main idea and implied main idea
18. Summarize and synthesize information from multiple sources
19. Identify ways to use graphic organizers to extrapolate information from texts across genres
20. Identify author's purpose
21. Recognize point of view
22. Review analysis procedures for identifying plot (events) and characters (figures) across texts
23. Distinguish between fact and opinion
24. Distinguish and outline the difference between primary and secondary sources.
25. Draw conclusions about "artifacts"
26. Discuss using artifacts for research as archeologists.
27. Classify various sources as primary or secondary (and if applicable tertiary).

Student Learning Outcomes:
Students will be able to:

1. Apply active reading strategies while reading authentic texts.
2. Identify elements of the reading process and discuss how to modify them while reading.
3. Use the inquiry process to closely examine and analyze texts across genres.
4. Use varying reading strategies to comprehend fiction and nonfiction texts.
5. Produce written and oral summaries that succinctly capture the main idea of texts across genres.
6. Use evidence from text to support main idea.
7. Demonstrate ability to distinguish between main idea and topic.
8. Demonstrate understanding of implied main idea.
9. Synthesize information from multiple sources to identify common themes found in graphic and printed texts.
10. Draw conclusions by analyzing and interpreting information from different texts.

Lessons:

1. What is a primary source?
2. What are some examples of primary sources?
3. Use direct instruction to introduce inquiry model: "Analyzing Primary Sources"
   SCIM-C (attached)
   Teacher's Guides:
   http://www.loc.gov/teachers/usingprimarysources/guides.html

4. Use pictures and other visual texts to model analysis techniques before demonstrating the same process with written texts
   Suggested Pictures:
   Baseball: http://www.loc.gov/teachers/classroommaterials/primarysourcesets/baseball/

Children's Lives at the Turn of the Twentieth Century:
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/
The Harlem Renaissance:
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/
Immigration:
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/
The Chinese Invasion:
http://lcweb2.loc.gov/service/pnp/cph/3c00000/3c03000/3c03100/3c03143v.jpg

5. Introduce and model active reading strategies
   Use video clips
   Summarizing: http://www.youtube.com/watch?v=T7JAIMAw_Es&feature=relmfu
   Visualizing and Making Mental Images: http://www.youtube.com/watch?v=-E-X5XhbXiY&feature=relmfu
   Making Inferences: http://www.youtube.com/watch?v=pF2KbEA5rDQ
   Vocabulary and Context Clues:
   http://www.youtube.com/watch?v=Grj96ia_HTU&feature=related
   http://www.youtube.com/watch?v=9zodarCyV8I&feature=related
   Asking and Answering Questions:
   http://www.youtube.com/watch?v=RKPf2sfW7ck&feature=related

6. Use workstations to differentiate and provide additional practice
7. Model how to identify clues and how to use them to draw conclusions
8. Model how to brainstorm and connect to prior knowledge before, during, and after reading
9. Review three types of connections (text-to-self, text-to-text, text-to-world) – place emphasis on text-to-text and text-to-world
10. Review the reading process
11. Introduce format for found poems; review literary devices and techniques used by poets to enhance their work and engage the reader
    Teacher's Guide:
    http://www.loc.gov/teachers/classroommaterials/primarysourcesets/poetry/pdf/teacher_guide.pdf
    Found Poetry Resources:
    http://www.loc.gov/teachers/classroommaterials/primarysourcesets/poetry/

12. Model how to identify themes and patterns in text by synthesizing information from different sources
13. Introduce graphic organizers that can be used to extrapolate the main idea and supporting details from fiction and nonfiction texts
14. Introduce analysis handouts and review SCIM-C analysis process
15. Explain that interpretive comprehension means drawing conclusions from sources and analysis of the conclusions drawn from different sources to determine the "big picture" or theme, or pattern/trend
16. Explain differences between main idea and implied main idea

17. Discuss strategies for interpreting patterns in charts and graphs
18. Review elements of implied main idea and details that led to the generating a core idea
19. Model how to closely examine and compare images to history for accuracy
    See suggested list of pictures (above)

20. Model how characterization techniques can be used to analyze historical figures - what can we learn about the historical figure from the primary source or the text they produced?
21. Explain the difference between claims, evidence, bias, and propaganda
22. Review how to make an "argument"
23. Build students' background knowledge by tapping into current events and other contemporary primary and secondary sources. While exploring the topics in the unit, have students locate current events and find example of present day primary sources (e.g. in reaction to Steve Jobs's death to build prior knowledge and illustrate how to activate prior knowledge, resources about Jobs can be utilized. For example, the video stream of his 2005 Commencement Speech http://news.stanford.edu/news/2005/june15/jobs-061505.html and obituaries to build background knowledge in order to practice interpretive comprehension skills such as drawing conclusions and making inferences).
24. Have students self-select a contemporary topic to explore in the news. They should locate newspaper articles on the topic and practicing using the highlighter to identify major themes and clues that lead to conclusions and other interpretive skills and strategies

Activities:

1. Self-assess
    a. Complete formative assessment – Standardized reading comprehension test
    b. Complete "Survey of Reading Strategies" (Mokhtari & Reichard, 2002)
    c. Reading Interest Inventory
    d. "Important Book and Literary Histories" (Tovani, 2000.) Students should complete this and give an oral presentation about its content.
2. Read, Writing, Discussion
    a. Students will read a wide array of poems and examine their content for literary devices and techniques.
    b. Students will read novels, speeches, historical fiction, newspaper articles, and short stories.
    c. Students will locate multiple articles/sources (print and nonprint) on the same topic and practice using reading strategies to compare and analyze the sources: highlighting, summarizing, synthesizing, noting details, making connections
    d. Students will use different kinds of graphic organizers to practice note-taking, extrapolate information from texts using before, during, and after reading strategies

e. Students will use different document analysis techniques to closely examine primary source documents and other nonfiction texts to consider such areas as propaganda, bias, claims, and author's purpose.
f. Create found poems
g. Produce their own poems with and without extended metaphors and share their poems with the class.
h. Participate in group discussions about details in text
i. Use reflective writing to hone metacognitive, reading skills
j. Respond to metacognitive journal prompts
k. Conduct research to prepare for class debates
l. Participate in class debates about controversial topics where they use evidence from different sources to make an oral argument
m. Students will work cooperatively to create a summary. Students analyze different texts on the same topic, then discuss their findings and share interesting insights presented their texts.

3. Practice skills – independent and small group work workstation tasks
   a. Use metacognitive journal prompts to respond to reading
   b. Graphic Organizers: SCIM-C, Mind mapping strategy for activating schema
   c. Practice using strategies introduced in class
   d. Use index cards with captions of pictures to determine the meaning of pictures
   e. Distribute Whitman's photograph along with his poem "A Noiseless, Patient Spider," and a topic web. Then have students work in groups to use main idea and details and write a summary paragraph. Students can conclude by working in groups to summarize Whitman's poem.
   f. Complete graphic organizers while reading different kinds of texts across genres
   g. Use KWL+S organizer to generate research questions - practice developing good "search" questions, and identify possible sources they would use were they to conduct research. This will help students understand how they would go about engaging in the research process but will not complete a research project at this time.
   h. Review primary sources at each workstation and complete Primary sources analysis handout to record/capture conclusions drawn while interpreting the texts
      Examples of primary source documents for analysis at stations:
      Report of Canning Industry (original document)
      http://www.loc.gov/pictures/static/data/nclc/resources/images/canneries3.pdf
      Child labor ("an awful Blot")
      http://www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/pdf/childLabor.pdf
      Political Cartoons
      The Political Cartoon for the Year 1775
      http://lcweb2.loc.gov/service/pnp/ppmsca/33500/33531v.jpg
      Analysis sheet for political cartoons
      http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf

i. Generate questions using Bloom's Taxonomy stem starters
j. Use text analysis handout to explore critical literacy/historical context genre, content - details and main idea, context
k. Double entry journal prompts - Journal entries that explores what the artist/creator meant when he or she created the images/documents
l. Review and complete worksheets that outlined the difference between primary and secondary sources.
m. Groups review "artifacts" to try to draw conclusions about them. Then discuss using artifacts for research as if they were archeologists.
n. Classify various sources as primary or secondary (and if applicable tertiary)

Assessment:

1. Workstation tasks
2. Written responses to texts
3. Give an oral presentation on a research topic
4. Comparative essay that makes connections between two documents.
5. Oral presentation of original found poem or presentation of a published poem
6. Write and present a persuasive speech on a contemporary controversial topic
7. Reports/book talks (oral presentations)
8. Quizzes – main idea and supporting details, inference, implied main idea, graphics (charts, graphs), fact, opinion
9. In-class debate evaluated using rubric
10. Teacher observation and questioning

Online/ Digital Resources:

- Baseball - listen to 1908 Version (Edison Recording) on YouTube
  http://www.youtube.com/watch?v=q4-gsdLSSQ0;
  The Ball Game – Thomas Edison
  http://memory.loc.gov/cgi-bin/query/h?ammem/papr:@field(NUMBER+@band(awal+1317}))
- 1900 Epic Poetry
  http://www.loc.gov/teachers/classroommaterials/lessons/1900america/preparation.html
  Alice Paul - Women's Suffrage
  http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher_guide.pdf
  Political cartoons teacher's guide
  http://www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/pdf/teacher_guide.pdf

  Breaker boys
  http://www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/pdf/breaker.pdf
  http://lcweb2.loc.gov/service/pnp/nclc/01100/01129v.jpg
  http://lcweb2.loc.gov/service/pnp/nclc/01100/01131v.jpg

Additional Resources:
See Appendix

Common Core Standards Addressed:

CC.11-12.R.L.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CC.11-12.R.L.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CC.11-12.R.L.3: Analyze the impact of the author's choices 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).
CC.11-12.R.L.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CC.11-12.R.L.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
CC.11-12.R.L.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CC.11-12.R.L.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CC.11-12.R.I.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CC.11-12.R.I.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CC.11-12.R.I.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
CC.11-12.R.I.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.11-12.R.I.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CC.11-12.R.I.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.I.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CC.11-12.R.I.10: By the end of grade 11, read and comprehend literary nonfiction in the grades11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.2: 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.

CC.11-12.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.11-12.S.L.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.S.L.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.S.L.3: 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.

CC.11-12.S.L.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,

reasoning, and evidence and to add interest.

II. Understanding the Research Process

Description:

This unit will introduce students to a few techniques for close reading and analysis of print and non-print texts, which can serve as sources during the research process. The lessons and activities will scaffold students through the research process with a focus on selecting, analyzing and evaluating sources, comparing sources, note-taking, summarizing and synthesizing, and citing sources. Students will complete independent research on a self-selected topic that demonstrates critical examination. Techniques introduced during the unit will provide students with a strong foundation to provide high quality research papers that reflect those expected in college.

Objectives:

1. Review different techniques for identifying, selecting, and evaluating sources
2. Review techniques for organizing and conducting research
3. Review different techniques for evaluating and deconstructing text
4. Understand the importance of closely analyzing a source and how locating corroborating sources can help to problematize an issue under investigation
5. Use note-taking strategies to practice summarizing skills
6. Use appropriate formats for in-text citations of text and references
7. Analyze cause and effect, cultural context, main idea and supporting details
8. Assess comprehension and interpretation in informational text
9. Determine the meaning of words and phrases as they are used in a text
10. Compare and contrasting world views
11. Evaluate credibility of sources, including influences of bias and author's purpose
12. Make inferences and predictions about different kinds of texts and how they can be used during each phase of the research process
13. Establish and maintain a formal style and objective tone
14. Review and discuss copyright information and strategies for avoiding plagiarism
15. Examine how placing texts within a historical or social context impacts the meaning

Student Learning Outcomes:
Students will be able to:

1. Select at least 1 technique to apply to their historical research
2. Select at least 1 technique to apply to their senior research paper
3. Closely examine sources and practice using the techniques introduced
4. Produce a clear thesis statement
5. Produce clear and coherent writing
6. Write informative/explanatory texts to examine and convey complex ideas, concepts and information during expository writing
7. Use a wide variety of online and digital tools to conduct research

Lessons Taught:

1. Model how to conduct an online search, use 'think aloud' to demonstrate processes for determining which websites and sources to use
2. How to make distinctions between online sources
3. Review tips for selecting a "researchable" topic, narrowing the topic, and generating a thesis statement or research question based on the topic
4. Scaffold students through analysis of different kinds of sources and how to determine the usefulness of print and nonprint texts when addressing a research question
5. Discuss the importance of evaluating resources and how important it is to identify strengths and weaknesses in sources during the selection process and when conducting research (point out that students should note the limitation of sources when writing or presenting their research)
6. Review how the process of deconstruction and analysis can transfer across texts
7. Introduce techniques for conducting research
8. Review research processes and the sources used to examine different topics

Activities:

1. Rank the sources provided based on their "trustworthiness" and usefulness in an historical investigation
2. Watch the video – "Why Historical Thinking Matters" http://historicalthinkingmatters.org/why/
   a) Before watching the video students will review primary source documents and determine how they approach the analysis process. They will generate a series of steps used during their process that they think can be used with any source. In the margins, have students jot down what they notice in the documents. Then they can turn and share their "noticings" with a partner.
   b) Explain that they will listen and watch a video as historians analyze sources. During the video students will learn how historians use a multi-layered process of Sourcing, Contextualizing, Close Reading, and Corroborating (using sources as **evidence** to answer questions) to approach the same task.
   c) After the video lead students in discussion of how the processes used in the video can be applied to **any** research process.
3. Introduce students to the SCIM-C process.
   a. Explain that sometimes researchers have a question or hypothesis in mind when they begin the research. Other times, the research process begins with an examination of sources that will then LEAD to questions that can be used for research.
   b. Guide students through the SCIM-C graphic organizer. Begin by placing a photograph on the overhead and walk through the process together. During the "monitor" step of the graphic organizer help students generate

questions about the source. During the "corroboration" step students should identify possible sources where they can go answer their research questions and verify information from different sources.

4. Each student will read a newspaper article on the same topic. Distribute one newspaper article to every other student (the person sitting next to them will read a different article). In partners students will provide a brief summary of their article and then discuss the following questions
   - What conclusions are drawn in the article about the events that took place and how is information being corroborated?
   - What limitations do you see in the sources used to corroborate the events?
5. Review the handout, "Guide for Evaluating Articles and Resources," with the class and then ask students to connect back to the newspaper article they read for the previous activity.
6. Practice skills – independent and small group work workstation tasks
   a. Work in small groups or partnerships to examine sources (or excerpt from a novel or other text) to complete a SCIM-C graphic organizer. Upon completion, students share their findings with the class. Then while sharing their findings, the class they will reflect on how this protocol can help them closely evaluate sources for their value to the research process.
   b. Work in small groups to examine and compare two different kinds of texts. Use the "Deconstructing Media" handout to review 2 audio recordings on the same event (using an iPad or laptop to go online). Students should note disparities between the sources and generate some plausible explanations for the differences.
   c. Students will locate online videos (e.g. commercial, YouTube etc.) and evaluate them using the "Deconstructing Media" handout. Students will share the video with the class and explain their analysis using the deconstruction framework.
7. Students review 2 sources: 1 audio recording and interview transcript of Florence Thompson, "Migrant Mother" http://www.ganzelgroup.com/movies/thompson.html and the other text is a collection of photographs taken by Dorothea Lange Collection of "Migrant Mother" http://www.loc.gov/rr/print/list/128_migm.html. Students' analysis should examine how the two women met – How did their lives intersect? Students should examine how the 2 women walked away from their meeting with different understandings/perspectives of their meeting. In small groups or in a whole class students can use the following analysis/discussion questions to examine the sources for reliability:
   a. What is the perception of the meeting described by each woman?
   b. What might account for the differences in their accounts? Students should be advised to read the captions of all photos. Consider the tips: situate the text in a time- historically, what was going on at that time in American history, what story is the best one for Dorothea Lange to tell, what is the author's goal, bias, or stance.
   c. What are the strengths and limitations of each of the sources?
   d. What questions arise about the sources?

8. Students visit the library to conduct research reports on famous personalities from the students' self-selected topic.
9. Read/ model using Poe's*, The Tell Tale Heart,* and O. Henry's, *The Ransom of Red Chief*, and write a compare/contrast analysis essay.
10. Provide students with two articles report differing perspectives and information on the same topic. Guide students through a comparison of the two articles, a discussion of whether both sources were reliable sources of information, and what to do, as a researcher, when confronted by conflicting information about a topic.
11. Use films to help students make connections between texts; comparing information obtained through their research and texts read in class.

Assessment:

1. Multi-genre Research Project and Oral Presentation
2. Research essay

Additional Resources:
See Appendix

Common Core Standards:

CC.11-12.R.L.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CC.11-12.R.L.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CC.11-12.R.L.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CC.11-12.R.L.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
CC.11-12.R.I.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CC.11-12.R.I.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CC.11-12.R.I.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.11-12.R.I.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CC.11-12.R.I.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.I.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CC.11-12.R.I.10: By the end of grade 11, read and comprehend literary nonfiction in the grades11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.2: 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.

CC.11-12.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.7: 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.

CC.11-12.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.11-12.S.L.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.S.L.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed

decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.S.L.3: 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.

CC.11-12.S.L.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.S.L.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

III. Vocabulary

Description:

This unit will help to foster students' vocabulary development while simultaneously building their literacy skills. The activities will help students make predictions, elaborate ideas in writing, and make appropriate word choices. Student outcomes from the unit include the ability to demonstrate their understanding of how word choices impact meaning in texts across genres, demonstrating how to figure out unknown words in context, and using examples from texts to explain and illustrate the differences. Students will be able to use robust vocabulary in speaking and writing tasks.

Objectives:

1. Identify appropriate use of robust vocabulary
2. Recognize when and how to use different strategies for figuring out unknown words
3. Make distinctions between denotation and connotation of words used in different texts across genres
4. Discuss the significance of word choice in writing
5. Identify figurative language and how it impacts the meaning of messages in texts
6. Understand how vocabulary impacts reading comprehension

Student Learning Outcomes:
Students will be able to:

1. Use strategies for understanding unknown words in context
2. Demonstrate use of different techniques for figuring out unknown words in context
3. Expand their reading, writing, and speaking vocabularies
4. Make distinctions between the denotation and connotation of words encountered in fiction and nonfiction texts

Lessons:

1. Explain and model how word choice impacts meaning in texts across genres
2. Identify strategies for interpreting context clues in pictures
3. Introduce an array of vocabulary strategies (structural analysis, morphology, context clues, etc.)
4. Introduce list of robust vocabulary words
5. Model how reading strategies can be used to interpret meaning from words in context (e.g. simile, metaphor)
6. Introduce students to the Frayer Model and other graphic organizers for learning vocabulary

Activities:

1. Have students bring a current writing piece to class. Supply students with other writing samples. (In case they didn't remember to bring in their assignments.) Distribute the

list of vocabulary words (attached) and reviewed the definitions of 10 to 15 random words. Allow students to work in pairs or individually and had them revise their writing pieces by including some new higher-level, robust vocabulary. After the revisions, have students share their changes.
2. Analyze printed texts for word choice and context
3. Examine speeches and explore how word choice impacts meaning, tone, and mood
4. Read, interpret poetry, and discuss how figurative language impacts meaning in the poems
5. Students develop personal word banks (ex. use Alpha Boxes handout to develop a personal dictionary using words encountered in readings)
6. Collect vocabulary words while reading [see original syllabus for vocabulary activity]

Assessment:

1. Teacher observation of students' use of robust vocabulary while speaking
2. Vocabulary quizzes
3. Oral presentation – students will use PowerPoint to prepare and deliver a presentation analyzing 2 texts for the author's word/vocabulary usage
4. Writing samples evaluated using a rubric

Additional Resources:
See Appendix

Common Core Standards:

CC.11-12.R.L.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CC.11-12.R.L.3: Analyze the impact of the author's choices 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).
CC.11-12.R.L.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
CC.11-12.R.L.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CC.11-12.R.L.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CC.11-12.R.L.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CC.11-12.R.L.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CC.11-12.R.I.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC.11-12.R.I.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.I.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.11-12.R.I.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CC.11-12.R.I.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.I.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CC.11-12.R.I.10: By the end of grade 11, read and comprehend literary nonfiction in the grades11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and

comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.W.2: 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.

CC.11-12.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.11-12.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.11-12.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.11-12.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC.11-12.S.L.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.S.L.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.S.L.3: 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.

CC.11-12.S.L.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

IV. Participating in Literature Circles

Description:
This unit will foster students' independent reading habits. The unit will provide opportunities for students to self-select reading material and participate in small group discussions to share insights about texts. Through in-class and online literature circle discussions students will closely examine text features, themes, make connections, and share responses/reactions to texts to wider audiences.

Text selection can be done in collaboration with students or teachers can chose to facilitate a unit with a specific focus or theme—historical fiction, fiction, biographical texts on an influential person (ex. The Alchemist by Paulo Coelho; The Five People You Met in Heaven by Mitch Albom; Metamorphosis by Franz Kafka -students can download and read the e-book from: http://www.gutenberg.org/files/5200/5200-h/5200-h.htm) —and the teacher can have students select a book from the list provided by the teacher.

Objectives:
1. Closely examine and discuss textual features
2. Use oral and written protocols to respond to text using critical analysis processes
3. Identify strategies for using textual evidence to support arguments and claims
4. Recognize themes and how authors use ideas to communicate with different audiences
5. Draw conclusions about author's purpose through examination of characters' actions
6. Determine how text structure can impact text readability and comprehension
7. Reflect on reading habits and use of reading skills throughout the reading process
8. Make connections to primary and secondary sources when reading to further examine ideas presented in literature

Student Learning Outcomes:
Students will be able to:
1. Participate in literature circle by adapting different roles within the discussion group
2. Apply active reading strategies to improve comprehension of text
3. Demonstrate effective metacognitive skills
4. Engage in critical discussion and analysis of text
5. Demonstrate effective use of textual evidence to support arguments and theses
6. Conduct outside research to juxtapose different sources to further examine ideas presented in text

Lessons:
1. Teach mini lessons on selected authors as appropriate. Use supplemental texts to build background knowledge about the author as needed. These lessons can be used as models to demonstrate how readers can learn more about authors as part of the reading process.

2. Teach procedural lessons on participating in book discussions (listing, accountable talk, responding, asking questions, quoting the text) and responding to text. Include lessons on group roles.
3. Teach and review active reading strategies for before during and after reading.
4. Explain why conducting outside research while reading literature is sometimes necessary to better understand ideas and themes presented by the author.

Activities:

1. Choose reading material, complete literature circles role sheets (as assigned), and participate in periodic discussions about text
2. Prepare role sheets in advance for in-class and online discussions about the text.
3. Read texts and apply strategies introduced in the course
4. Practice informational literacy skills and geography skills by using an enlarged map (or online map) to keep notes on the events and ideas of the main character's journey through the text.
5. Use computers to research various items, places and concepts in the novel and share in discussions.
6. Create Found Poems using key words from the text
7. Keep a response journal where they respond to the metacognitive response prompts
    a. Prior to reading students review *the before reading* information and write a brief entry in their notebooks.
    b. Then students complete the *while you're reading* prompts.
    c. After the passage was read, students responded to the *after you're done* prompt in their journals.
8. Participate in debates that examine the themes and characters in the novels from different points of view
9. Participate in partner reading

Assessment:

1. Give an oral presentation - group presentation based on literature circle discussions and text read
2. Self-assessment of literature circle discussions
3. Group project – groups use technology to produce an alternative project in response to the book. Project options will be selected from list provided by the teacher (Movie, videotaped performance or dramatization interpreting key scenes, etc.)

Common Core Standards Addressed:

CC.11-12.R.L.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.L.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC.11-12.R.L.3: Analyze the impact of the author's choices 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).

CC.11-12.R.L.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CC.11-12.R.L.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CC.11-12.R.L.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CC.11-12.R.L.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CC.11-12.R.I.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC.11-12.R.I.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.11-12.R.I.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CC.11-12.R.I.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.I.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CC.11-12.R.I.10: By the end of grade 11, read and comprehend literary nonfiction in the grades11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. By the end of grade 11, read and comprehend

literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.2: 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.

CC.11-12.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.11-12.S.L.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.S.L.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.S.L.3: 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.

CC.11-12.S.L.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

V. Appendix

Debate Format

I. Instructor introduces the two teams and requests opening statements (introductions)

II. Round One/ Opening Statements (Introductions)
- A. First team introduces its team, and gives its Opening Statement. The team's first speaker will define the topic or issue and state the team's position. (1 min)
- B. Second team introduces its team, and gives its Opening Statement. The team's first speaker will define the topic or issue and state the team's position. (1 min)

(No arguments are given at this time, just identification of which position on the given proposition the team will defend, and an outline of the kinds of considerations it will bring to bear in the defense of that position.)

III. Round Two / Arguments
- A. Position A – Pro side presents its argument in support of its position. The team's second speaker will present arguments/ evidence for the team's position. (2 min)
- B. Conferral period. (1 min)
- C. Position B - Con side responds to Pro side's argument. The team's second speaker will rebut the arguments of the opposing team. (2 min)

IV. Round Three / Arguments
- A. Position B - Con side presents its argument in support of its position. The third speaker will present arguments/ evidence for the team's position. (2 min)
- B. Conferral period. (1 min)
- C. Position A - Pro side responds to Con side's argument. The third speaker will rebut the arguments of the opposing team. (2 min)

V. Open debate between Pro and Con sides (3 min)

VI. Round Four / Closing Statements (5 min each)
- A. Position A – The team's last speaker will wrap up the team's arguments in an attempt to convince the audience of their position. Pro side makes its Closing Statement. This is an opportunity for the Pro side to bring together the various threads of its case in favor of the pro position.
- B. Position B – The team's last speaker will wrap up his/her team's arguments in an attempt to convince the audience of their position. Pro side makes its Closing Statement. This is an opportunity for the Pro side to bring together the various threads of its case against of the pro position.

Modified from: http://myweb.lmu.edu/tshanahan/nt-debates.html and Mercy College

Debate Scoring Sheet

Debate Topic:_____
Date: _____
Team Member Names:
(1) _____ (4) _____
(2) _____ (5) _____
(3) _____

Criteria	Rate: Circle one 1 (weak) -5 (strong)
Opening statement was clear, well organized, factual, and relevant.	1 2 3 4 5
Argument in support of its position was stated clearly, was relevant, and well informed.	1 2 3 4 5
Rebuttal to opposing side's first argument was clear, relevant, well informed, and effective. Rebuttal responds directly to the argument presented rather than introducing another, different argument or set of issues.	1 2 3 4 5
Open Debate Arguments in support of the position were clearly stated, relevant and well informed.	1 2 3 4 5
Open Debate Rebuttals were clear, relevant, well informed, and effective.	1 2 3 4 5
Closing statement was stated clearly, was relevant, and effectively summarized the team's position.	1 2 3 4 5
Participation – all team members actively participated in the debate.	1 2 3 4 5
Overall preparedness, effectiveness, and professionalism in the debate.	1 2 3 4 5

Total Points Earned: _____ divided by 8 = _____
(score for debate)

http://myweb.lmu.edu/tshanahan/nt-debatescoring.html

Alpha Boxes

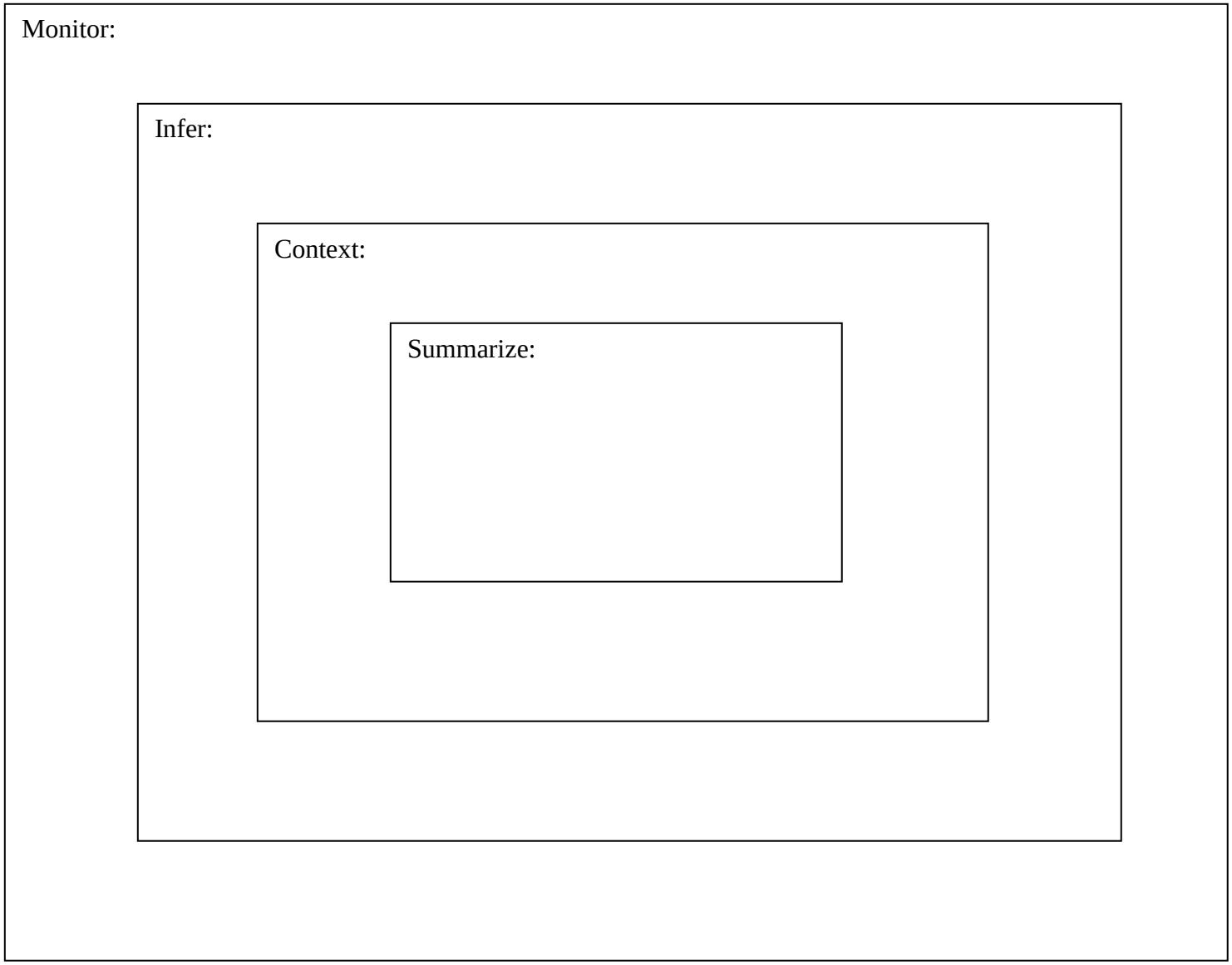
Name _____ Date _____
Topic/Text (include page numbers if applicable _____
Identify concepts, connections, key vocabulary, or key ideas that correspond to each letter.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ

Modified from L'Allier & Elish-Piper (2007)

SCIM-C

Corroborate:



KWL+S Chart

Name: _____Topic/ Name of Person I am Researching: _____

K What I Already Know	**W** What I Want to Know (What questions do I have about this topic?)	**L** What I Learned (What did I find out through research?)	**S** What sources I used (Where did I find answers to my question(s)?)

Definition:

Synonyms:

WORD:

Draw a picture:

Antonyms:

Use the word in a sentence:

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