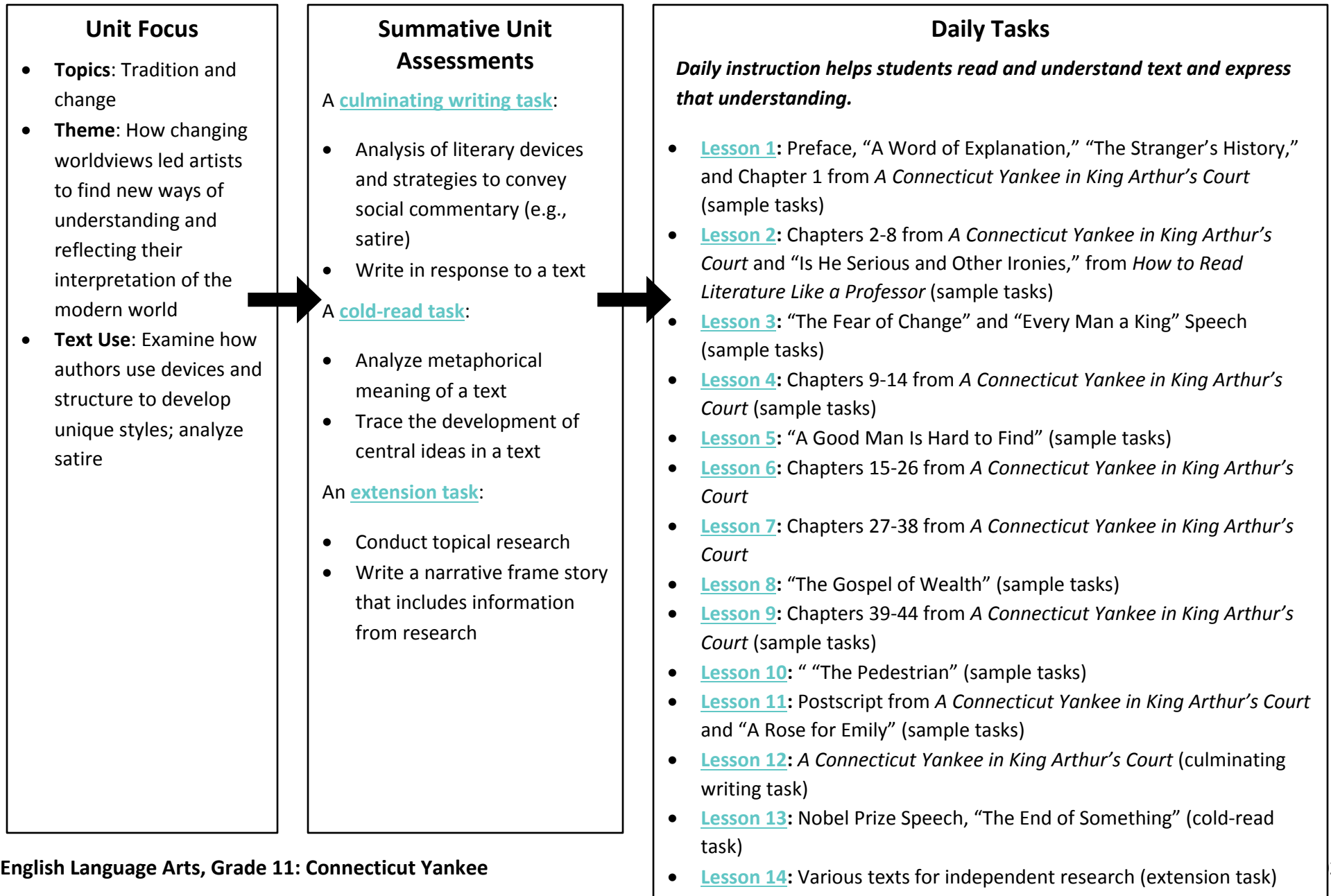


## UNIT: CONNECTICUT YANKEE

<p><b>ANCHOR TEXT</b></p> <p><a href="#">A Connecticut Yankee in King Arthur's Court</a>, Mark Twain (<a href="#">eBook</a><sup>1</sup>) (Literary)</p> <p><b>RELATED TEXTS</b></p> <p><i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">“The Pedestrian,”</a> Ray Bradbury</li> <li>• <a href="#">“A Good Man Is Hard to Find,”</a> Flannery O’Connor (<a href="#">Audio</a>)</li> <li>• <a href="#">“A Rose for Emily,”</a> William Faulkner</li> <li>• <a href="#">“The End of Something,”</a> Ernest Hemingway</li> </ul> <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">“Is He Serious and Other Ironies”</a> from <i>How to Read Literature Like a Professor</i>, Thomas C. Foster</li> <li>• <a href="#">“The Fear of Change”</a> (pages 99-105) from <i>Ford Ideals</i>, Henry Ford</li> <li>• <a href="#">“The Gospel of Wealth,”</a> Andrew Carnegie</li> <li>• <a href="#">Nobel Prize Banquet Speech</a>, William Faulkner (<a href="#">Audio</a>)</li> </ul> <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Radio Broadcast</a> of “Every Man a King” Speech, Huey Long</li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students learn how changing worldviews resulting from industrialization and war led artists to find new ways of understanding the world. Students explore the concepts of tradition and change as they examine how authors use devices and structure to develop unique styles, as a means of reflecting their interpretation of the modern world.</p> <p><b>Text Use:</b> Examine how authors use devices and structure to develop unique styles, analyze satire</p> <p><b>Reading:</b> RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.9, RL.11-12.10, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9, RI.11-12.10</p> <p><b>Writing:</b> W.11-12.1a-e, W.11-12.2a-f, W.11-12.3a-e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9a-b, W.11-12.10</p> <p><b>Speaking and Listening:</b> SL.11-12.1a-d, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.6</p> <p><b>Language:</b> L.11-12.1a-b, L.11-12.2a-b, L.11-12.3a, L.11-12.4a-d, L.11-12.5a-b, L.11-12.6</p> <p><b>CONTENTS</b></p> <p><b>Page 301:</b> Text Set and Unit Focus</p> <p><b>Page 302:</b> <i>A Connecticut Yankee in King Arthur’s Court</i> Unit Overview</p> <p><b>Page 303-304:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p><b>Pages 305:</b> Instructional Framework</p> <p><b>Pages 306-319:</b> Text Sequence and Sample Whole-Class Tasks</p>
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<sup>1</sup> <http://www.gutenberg.org/ebooks/86>

## A Connecticut Yankee in King Arthur's Court Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>2</sup>

Choose three specific ideas from *A Connecticut Yankee in King Arthur's Court* that relate to social conditions in the late 19th century. Explain how Twain comments on and/or criticizes those social issues through word choice, devices he uses, and choices he makes for the setting, characters, events, and/or text structure. (RL.11-12.3, RL.11-12.4, RL.11-12.5, L.11-12.5a-b) Conclude the essay by stating and defending a claim about Twain's purpose and style: Does Twain effectively deliver his message and impact readers? (RL.11-12.1, W.11-12.1a-c, W.11-12.2a-f, W.11-12.9a, W.11-12.10)

**Teacher Note:** Students should write an essay that explains Twain's purpose and then argues whether he effectively conveys that purpose. Students must organize reasons and evidence logically, and create cohesion and style by using grade-appropriate words, phrases, and varied syntax. (W.11-12.4, W.11-12.9a, W.11-12.10, L.11-12.3a, L.11-12.6) The completed writing should demonstrate command of conventions of grammar, usage, punctuation, and spelling. (L.11-12.1, L.11-12.2a-b) Use peer and teacher conferencing as well as small-group writing time to target student weaknesses in writing and improve student writing ability. (W.11-12.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topics:</b> Tradition and change</li> <li>• <b>Theme:</b> How changing worldviews led artists to find new ways of understanding and reflecting their interpretation of the modern world</li> <li>• <b>Text Use:</b> Examine how authors use devices and structure to develop unique styles; analyze satire</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Analysis of strategies to convey social commentary (e.g., satire)</li> <li>• Writing in response to a text</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a></li> <li>• <a href="#">Lesson 8</a> (sample tasks included)</li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 12</a> (use this task)</li> </ul>

<sup>2</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

### **COLD-READ TASK**<sup>3</sup>

Read “[The End of Something](#)” by Ernest Hemingway and [Nobel Prize Banquet Speech](#) by William Faulkner independently and then **answer** a combination of multiple-choice and constructed-response questions<sup>4</sup> about the text, using evidence for all answers. **(RI.11-12.10)** Sample questions:

1. Explain the various meanings of the title “The End of Something.” **(RI.11-12.4, W.11-12.9a, W.11-12.10, L.11-12.5b)**
2. On the literal level, “The End of Something” is about Nick and Marjorie. How is their relationship representative of something larger and unsaid in the text? **(RI.11-12.2, L.11-12.5a)**
3. Consider what Faulkner says is the only thing “worth writing about.” Summarize why he thinks it has been lost and how he thinks it can be restored. **(RI.11-12.2, W.11-12.10)**
4. Explain how Faulkner develops over the course of the essay the idea of the human spirit and its role in writing. **(RI.11-12.3, W.11-12.9b, W.11-12.10)**
5. How does Faulkner’s claim in the first paragraph contradict “our tragedy today” introduced in the second paragraph? How does this paradox contribute to the development to a central idea of the speech? **(RI.11-12.2, L.11-12.5a)**
6. Describe how these two texts provide additional insight into the idea of tradition versus change reflected throughout the unit. How do these texts support, refine, or contradict the ideas presented in other texts of the unit? **(RI.11-12.2, RI.11-12.9, RI.11-12.2, RI.11-12.9)** Write a multi-paragraph essay that presents the central ideas and approaches of both texts and compares and contrasts them with other texts in the unit. **(RI.11-12.1, RI.11-12.1, W.11-12.2a-f, W.11-12.4, W.11-12.9a-b, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topics:</b> Tradition and change</li> <li>• <b>Theme:</b> How changing worldviews led artists to find new ways of understanding and reflecting their interpretation of the modern world</li> <li>• <b>Text Use:</b> Examine how authors use devices and structure to develop unique styles; analyze satire</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Analyzing metaphorical meaning of a text</li> <li>• Tracing the development of central ideas in a text</li> </ul>	<p><b>Which tasks help students learn it?</b></p> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 7</a></li> <li>• <a href="#">Lesson 9</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a> (sample tasks included)</li> <li>• <a href="#">Lesson 13</a> (use this task)</li> </ul>

<sup>3</sup> **Cold-Read Task:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>4</sup> Ensure that students have access to the complete texts as they are testing.

## EXTENSION TASK<sup>5</sup>

Select a decade from US history. Research the time, concerns, clothing, customs, etc. (**W.11-12.7, W.11-12.8**) Then create a modern character who represents our current time. Write a **frame narrative<sup>6</sup>** in which the modern character returns to the previous decade or vice versa; some questions to consider for narrative development include:

- What does the character discover in this time period?
- What is the character’s perception of the time period?
- How is the character perceived by those who live in that period?
- Through the use of characters, structure, language, and devices, comment on whether the differences in each time period are beneficial or detrimental to society.

Use *A Connecticut Yankee in King Arthur’s Court* as a model for your **frame story**; consider how Twain uses Hank Morgan’s story to express his views on monarchy versus democracy, slavery and/or serfdom, or technology versus tradition. (**RI.11-12.1, W.11-12.3a-e, W.11-12.4, W.11-12.10**) Publish your story using technology. (**W.11-12.6**)

**Teacher Note:** The completed writing should use grade-appropriate words and phrases, as well as a variety of sentence patterns and language. (**L.11-12.3a, L.11-12.6**) The writing should also demonstrate command of proper grammar and usage, punctuation, and spelling. (**L.11-12.1, L.11-12.2a-b**) Use peer and teacher conferencing to target student weaknesses in writing and improve student writing ability. (**W.11-12.5**)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"><li>• <b>Topics:</b> Tradition and change</li><li>• <b>Theme:</b> How changing worldviews led artists to find new ways of understanding and reflecting their interpretation of the modern world</li><li>• <b>Text Use:</b> Examine how authors use devices and structure to develop unique styles; analyze satire</li></ul>	<p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Conducting topical research</li><li>• Writing a narrative frame story that includes information from research</li></ul>	<p><b>Read and understand text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 1</a> (sample tasks included)</li><li>• <a href="#">Lesson 11</a> (sample tasks included)</li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 14</a> (use this task)</li></ul>

<sup>5</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

<sup>6</sup> <http://www.sophia.org/tutorials/frame-story>

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>7</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>7</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>8</sup></p> <p>Preface, “A Word of Explanation,” “The Stranger’s History,” and Chapter 1 from <a href="#">A Connecticut Yankee in King Arthur’s Court</a>, Mark Twain</p>	<p><b>TEXT DESCRIPTION:</b> The Preface and other front matter frames the narrative and introduces Malory’s Arthurian legend. Chapter 1 of the text shows Hank’s reactions to the people of Camelot and their reactions to him.</p> <p><b>TEXT FOCUS:</b> Twain’s novel presents situations in which appearance and/or social role create misperceptions by other characters in the text or by readers. <b>(RL.11-12.6)</b> Students can examine how Twain uses characterization and devices (e.g., symbolism, irony) to convey a particular point of view or meaning to the reader. <b>(RL.11-12.2, RL.11-12.3, RL.11-12.4)</b></p> <p><b>MODEL TASK</b></p> <p><b>LESSON OVERVIEW:</b> Students begin tracing the development of characters throughout the novel. They then write an explanation of how Twain uses point of view and literary devices to convey meaning.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read the Preface, “A Word of Explanation,” “The Stranger’s History,” and Chapter 1 from <i>A Connecticut Yankee in King Arthur’s Court</i> either independently or in pairs.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Ask pairs to consider how Twain frames the novel and record their thoughts using <a href="#">Cornell notes</a>.<sup>9</sup> The following prompts can guide their notes: <ul style="list-style-type: none"> <li>○ How does each piece of front matter (Preface, “A Word of Explanation,” and “The Stranger’s History”) build a context for the novel?</li> <li>○ Describe the narrative structure. What is the impact of this type of narrative structure? How does it affect meaning of the text as a whole? <b>(RL.11-12.5)</b></li> <li>○ What might Twain’s purpose be in referencing Malory’s <i>Le Morte d’Arthur</i>?</li> <li>○ How does the “author” indicate he came upon the Yankee? How does the “author” describe the Yankee? <b>(RL.11-12.3)</b></li> </ul> </li> </ul>

<sup>8</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

<sup>9</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Provide students with a graphic organizer. Ask students to record the development of Hank Morgan over the course of Twain’s novel and maintain the organizer throughout the unit. The organizer should have three columns: (1) Physical and biographical attributes; (2) Beliefs, motivations, emotions, behaviors; (3) Conflicts/contrasts. <b>(RL.11-12.3)</b></li> <li>• Have students complete the graphic organizer in pairs for the sections they just read.</li> <li>• Prompt the pairs to reread sections of Chapter 1 where the Yankee describes the people of Camelot. As they reread, ask students to <a href="#">annotate the text</a>,<sup>10</sup> underlining or circling words, phrases, or sentences that reveal the Yankee’s perception of the people in Camelot and their reactions to him. <b>(RL.11-12.3, RL.11-12.4, RL.11-12.6, L.11-12.5a-b)</b> Beside each annotation, have students write a brief summary of their interpretation of the evidence and an explanation of why they noted that evidence.</li> <li>• Conduct a whole-class discussion in which students share their annotations and discuss the various literary devices employed in the Preface and Chapter 1. <b>(RL.11-12.2, RL.11-12.4, L.11-12.3, L.11-12.5, SL.11-12.1)</b> Focus the discussion on word choice, imagery, point of view, setting, and characterization. <b>(RL.11-12.3, RL.11-12.4, L.11-12.5a-b)</b> Prompt students to use <a href="#">accountable talk</a><sup>11</sup> throughout the discussion. <b>(SL.11-12.1a-d, SL.11-12.4, SL.11-12.6)</b></li> </ul> <p><b>SAMPLE TASK:</b> Access vocabulary and possible questions for <i>A Connecticut Yankee in King Arthur’s Court</i> <a href="#">here</a><sup>12</sup> and <a href="#">here</a>.<sup>13</sup></p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Using their annotations, have students develop a summary that addresses the following prompt: Consider the different perceptions of the various characters (e.g., the Yankee’s perception of the people in Camelot and their reactions to him). Explain what Twain tries to convey to the reader through the unique point of view of the Yankee (narrator). Include in your summary how Twain uses literary devices to express his ideas to the reader. <b>(RL.11-12.1, RL.11-12.2, RL.11-12.3, W.11-12.2a, W.11-12.4)</b></li> </ul>

<sup>10</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>11</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>12</sup> <http://www.warrencountyschools.org/userfiles/1608/Classes/13961/Connecticut%20Yankee%20Study%20Guide.pdf>

<sup>13</sup> <http://davidbruceblog.files.wordpress.com/2013/08/connecticut-yankee-disc-guide.pdf>



TEXT SEQUENCE	TEXT USE
<p><b>LESSON 2:</b></p> <p>Chapters 2-8 from <a href="#">A Connecticut Yankee in King Arthur's Court</a>, Mark Twain</p> <p>"Is He Serious and Other Ironies" from <i>How to Read Literature Like a Professor</i>, Thomas C. Foster</p>	<p><b>TEXT DESCRIPTION:</b> These chapters from <i>A Connecticut Yankee in King Arthur's Court</i> show how Hank uses his modern knowledge to stave off his execution by exploiting multiple improbable events. The chapter from <i>How to Read Literature Like a Professor</i> provides insight into how authors often use humorous devices, such as irony, to convey meaning.</p> <p><b>TEXT FOCUS:</b> The chapter from <i>How to Read Literature Like a Professor</i> provides insight into the author's craft and the choices that authors make to convey various ideas. The techniques discussed are illustrated through <i>A Connecticut Yankee in King Arthur's Court</i>. Students can continue to trace the development of Hank's character in <i>A Connecticut Yankee in King Arthur's Court</i> while examining Twain's commentary throughout. They can also consider how the information provided by Foster relates to Twain's piece.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students continue tracing the development of characters throughout the novel while also noting Twain's commentary on science and technology.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read the chapters from <i>A Connecticut Yankee in King Arthur's Court</i> independently (students may do this in or out of class). <b>(RL.11-12.10)</b></li> <li>• During class, have students read the chapter from <i>How to Read Literature Like a Professor</i> independently or in pairs. <b>(RI.11-12.10)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• While students read the chapters from <i>A Connecticut Yankee in King Arthur's Court</i>, have them: <ul style="list-style-type: none"> <li>○ Identify unknown vocabulary and sentences with complicated, unusual, or interesting syntax. Explain the meaning of the words and how they are used in context (i.e., determine the part of speech based on its affix or placement in the sentence), and verify the meaning and part of speech in a dictionary. <b>(L.11-12.4a-d, L.11-12.6)</b> For the selected sentences, complete one of two task options: (1) Paraphrase, rearrange, or break down longer sentences into a series of shorter sentences; or (2) Use the selected sentences as models and compose original sentences (using the sentence structure but filling in your own words) for the previous lesson's writing prompt or the chapter summary. Record the words, definitions, and sentences in a consistent location (e.g., journals). <b>(L.11-12.1a-b, L.11-12.2a-b, L.11-12.3a)</b></li> <li>○ Summarize the events of Chapters 2-8. <b>(RL.11-12.2)</b></li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Add information to the character graphic organizer begun in lesson 1. (RL.11-12.3)</li> <li>○ Use <a href="#">Cornell notes</a><sup>14</sup> to record references made to science, technology, and modernization. For each note made, consider the message Twain is conveying and how he is conveying it, including identifying the character(s) making the reference and the role and point of view of the character(s) in the text as established by Twain. (RL.11-12.2, RL.11-12.3, RL.11-12.6) These notes will be used as a reference for the writing task at the end of this lesson.</li> </ul> <ul style="list-style-type: none"> <li>• After they read the chapter from <i>How to Read Literature Like a Professor</i>, have students review their <a href="#">Cornell notes</a><sup>15</sup> from Chapters 2-8. Discuss Foster’s ideas relate to <i>A Connecticut Yankee in King Arthur’s Court</i>.</li> <li>• Then conduct a discussion in which students analyze Chapters 2-8 to determine how Twain’s choices convey meaning to the reader. Focus students on evaluating the significance of the devices and tone, and how the structure of the novel and the point of view of the Yankee impact the effect. (RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, L.11-12.5a-b) Prompt students to use <a href="#">accountable talk</a><sup>16</sup> throughout the discussion and draw on evidence from both <i>A Connecticut Yankee in King Arthur’s Court</i> and <i>How to Read Literature Like a Professor</i> during the discussion. (RL.11-12.1, RI.11-12.1, L.11-12.5a-b, SL.11-12.1a-d, SL.11-12.4, SL.11-12.6)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students respond in writing to the following prompt: What is the view of science and technology found in <i>A Connecticut Yankee in King Arthur’s Court</i>? Determine whether Twain views science/technology as the savior of mankind or whether he is satirizing those who hold such a belief. Support your conclusion with details and quotations from the novel. (RL.11-12.2, RL.11-12.6, W.11-12.1a-e, W.11-12.4, W.11-12.9a, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a)</li> </ul>
<p><b>LESSON 3:</b></p> <p>“<a href="#">The Fear of Change</a>” (pages 99-105) from <i>Ford Ideals</i>, Henry Ford</p> <p><a href="#">Radio Broadcast</a> of “Every Man a</p>	<p><b>TEXT DESCRIPTION:</b> “The Fear of Change” presents the idea that progress is often prevented by the fear of change. Henry Ford proposes that eradication of poverty and privilege is necessary to achieve progress. In “Every Man a King,” Huey Long argues against a society in which a small percentage of the population has fortunes while the rest remain without.</p>

<sup>14</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<sup>15</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<sup>16</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
King” Speech, Huey Long	<p><b>TEXT FOCUS:</b> In <i>A Connecticut Yankee in King Arthur’s Court</i>, Hank experiences the contrasting lifestyles in Camelot (that of the monarchy and aristocracy versus that of the common people), and he judges King Arthur negatively. Similarly, students read two authors’ views of social classes, privilege versus hard work, and wealth distribution. They evaluate the arguments and proposals of each author and then, in lesson 8, compare and contrast the different perspectives with Twain’s perspective. <b>(RI.11-12.8, RI.11-12.9)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read “The Fear of Change” in pairs and evaluate Ford’s argument. The class listens to Long’s speech and evaluates his argument. Students summarize the content and evidence of both texts.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read “The Fear of Change” in pairs and outline Ford’s argument: <b>(RI.11-12.10, RI.11-12.8)</b> <ul style="list-style-type: none"> <li>○ Identify two to three central ideas being discussed.</li> <li>○ Next to each paragraph, paraphrase or summarize the content. <b>(RI.11-12.2)</b></li> <li>○ How do the central ideas interact over the course of the text? Identify three quotations from the text that support this relationship between the ideas. <b>(RI.11-12.1, RI.11-12.2, RI.11-12.3)</b></li> <li>○ Explain the structure of Ford’s argument based on how each paragraph relates to the central ideas. Does the structure support his argument and make it more clear, convincing, or engaging? <b>(RI.11-12.5)</b></li> <li>○ How does Ford appeal to his audience to convince them of his purpose? <b>(RI.11-12.4, RI.11-12.6)</b> As needed, prompt students to use the <b>SOAPStone strategy</b><sup>17</sup> and provide them with a <b>graphic organizer</b><sup>18</sup> to support their rhetorical analysis of Ford’s argument and determine his purpose.</li> </ul> </li> <li>• Then listen to Huey Long’s speech as a class. (Access the text of a similar speech <a href="#">here</a>.<sup>19</sup>) While students are listening, have them independently evaluate Long’s argument and conduct a rhetorical analysis to determine his purpose. <b>(RI.11-12.4, RI.11-12.6, SL.11-12.3)</b> They can use a process similar to the one they used to analyze “The Fear of Change” above. As part of the analysis, students should determine the credibility of Long’s argument, including identifying where matters are left uncertain or he uses rhetorical devices (such as repetition) to emphasize his point rather than providing credible evidence. <b>(RI.11-12.1, RI.11-12.8, SL.11-12.2)</b></li> </ul>

<sup>17</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>18</sup> <https://d3jc3ahdjad7x7.cloudfront.net/MOI1HRmZ1DPqGpN3dVzvlkcdUv59a5aaiGxwiDUN8UevkzSc.pdf>

<sup>19</sup> <http://www.senate.gov/artandhistory/history/resources/pdf/EveryManKing.pdf>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Write a summary of the claims, evidence, and devices of each text. In the summary, consider how the information provided in these texts supports or contradicts Hank’s experiences in Camelot. <b>(RI.11-12.2, RI.11-12.9, W.11-12.9a-b, W.11-12.10)</b></li> </ul>
<p><b>LESSON 4:</b></p> <p>Chapters 9-14 from <a href="#">A Connecticut Yankee in King Arthur’s Court</a>, Mark Twain</p>	<p><b>TEXT DESCRIPTION:</b> These chapters track Hank’s efforts in modernizing Camelot and recount the adventure Hank goes on as a result of Sandy coming to court.</p> <p><b>TEXT FOCUS:</b> While reading about the modernization efforts, instruct students to focus on what is revealed about Hank’s views on religious freedom. How do these views relate to the reading in the last unit? The events that occur on this journey reveal a great deal about Hank and the work he’s doing across the kingdom.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students continue to trace the development of characters throughout the novel while examining Twain’s views on religious freedom as expressed through the Yankee.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Have students read the chapters independently. <b>(RL.11-12.10)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>As students read, have them complete the following: <ul style="list-style-type: none"> <li>Identify unknown vocabulary and sentences with complicated, unusual, or interesting syntax. Explain the meaning of the words and how they are used in context (i.e., determine the part of speech based on its affix or placement in the sentence), and verify the meaning and part of speech in a dictionary. <b>(L.11-12.4a-d, L.11-12.6)</b> For the selected sentences, complete one of two task options: (1) Paraphrase, rearrange, or break down longer sentences into a series of shorter sentences; or (2) Use the selected sentences as models and compose original sentences (using the sentence structure but filling in your own words) for the previous lesson’s writing prompt or the chapter summary. Record the words, definitions, and sentences in a consistent location (e.g., journals). <b>(L.11-12.1a-b, L.11-12.2a-b, L.11-12.3a)</b></li> <li>Summarize the events of Chapters 9-14. <b>(RL.11-12.2)</b></li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Add information to the character graphic organizer begun in lesson 1. (RL.11-12.3)</li> <li>○ Use <a href="#">Cornell notes</a><sup>20</sup> to record comments made about religion. For each note made, consider the message Twain is conveying and how he is conveying it, including identifying the character(s) making the comment and the role and point of view of the character(s) in the text as established by Twain. (RL.11-12.2, RL.11-12.3, RL.11-12.6) How do the views expressed in this section support or contradict those discussed when reading <i>The Scarlet Letter</i>? (RL.11-12.9)</li> <li>• Divide students in pairs and have them reread Chapter 12. As they read, have the pairs use <a href="#">Cornell notes</a><sup>21</sup> to record any shifts in the Yankee’s language or attitude. Discuss and then record the significance of these shifts in their notes. These notes will be used for the writing assignment at the end of the lesson.</li> <li>• Conduct a discussion in which students analyze Chapters 9-14 to determine how Twain’s choices convey meaning to the reader. Focus students on evaluating the significance of the devices and tone, and how the structure of the novel and the point of view of the Yankee impact the effect. (RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, L.11-12.5a-b) Prompt students to use <a href="#">accountable talk</a><sup>22</sup> throughout the discussion and draw on evidence from both <i>A Connecticut Yankee in King Arthur’s Court</i> and <i>How to Read Literature Like a Professor</i> during the discussion. (RL.11-12.1, RI.11-12.1, L.11-12.5a-b, SL.11-12.1a-d, SL.11-12.4, SL.11-12.6)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Instruct students to develop a composition in response to the following prompt: The events that occur on this journey reveal a great deal about Hank and the work he’s doing across the kingdom. How does Twain’s language shift in Chapter 12? What might be the cause or purpose for this shift? What message might Twain be conveying? (RL.11-12.2-4, RL.11-12.6, L.11-12.3, L.11-12.6, W.11-12.2a-f, W.11-12.4, W.11-12.9a, W.11-12.10)</li> </ul>
<p><b>LESSON 5:</b></p> <p><a href="#">“A Good Man Is Hard to Find,”</a> Flannery O’Connor (<a href="#">Audio</a>)</p>	<p><b>TEXT DESCRIPTION:</b> “A Good Man Is Hard to Find” describes a series of tragic events on a family vacation. Flannery O’Connor’s short story is narrated by a grandmother consumed by appearances, selfishness, and nostalgia. Throughout the story, characters act in less-than-desirable ways, treat each other with contempt, and question what has happened to the world.</p>

<sup>20</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<sup>21</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<sup>22</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>TEXT FOCUS:</b> This text, similar to <i>A Connecticut Yankee in King Arthur’s Court</i>, provides a comment on the modern world and the impact of change on relationships, morals, and general outlook on life. There is strong religious symbolism in the text, and the descriptions of the characters’ actions, motivations, and interactions provide clues to the deeper meaning of the story. Students analyze the text, paying special attention to O’Connor’s word choice, tone, and use of imagery, as well as how she introduces and develops the characters. <b>(RL.11-12.3, RL.11-12.4, L.11-12.5a-b)</b> Students also analyze the symbolism of the text, focusing on objects, people, events, or ideas that are repeated throughout the text. Finally students consider how O’Connor’s choices throughout the text, including her choice to end the story abruptly and tragically, convey multiple themes. <b>(RL.11-12.2, RL.11-12.5)</b></p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE TASK:</b> A discussion strategy for encouraging texts to “talk in conversation with each other” is available <a href="#">here</a>.<sup>23</sup> The video uses “A Good Man Is Hard to Find” and two other short stories not included in this unit. However, the same strategy and setup can be used in this unit with “A Good Man Is Hard to Find,” <i>A Connecticut Yankee in King Arthur’s Court</i>, “The Fear of Change,” and “A Rose for Emily” after the texts have been read and analyzed by the students.</p>
<p><b>LESSON 6:</b></p> <p>Chapters 15-26 from <a href="#">A Connecticut Yankee in King Arthur’s Court</a>, Mark Twain</p>	<p><b>TEXT DESCRIPTION:</b> These chapters introduce Arthur’s sister, Morgan Le Fay. Chapter 19 also includes a story with a footnote to Malory. These chapters continue to provide insight into Hank’s character. He criticizes naiveté and superstition although he has benefitted greatly from them. He resolves to end slavery although he decides not to free the slaves publicly.</p> <p><b>TEXT FOCUS:</b> This section of the text introduces a new character, and students can consider Twain’s purposes for including Morgan Le Fay and for citing Malory. As students continue to complete tasks similar to tasks for previous chapters, they should focus on the relationship between Hank Morgan and Morgan Le Fay and Twain’s purpose for introducing a new character at this point in the novel. <b>(RL.11-12.3)</b> Prompt students to note the name similarity and consider whether Twain intends readers to view the characters as the same.</p>
<p><b>LESSON 7:</b></p> <p>Chapters 27-38 from <a href="#">A Connecticut Yankee in King Arthur’s Court</a>, Mark Twain</p>	<p><b>TEXT DESCRIPTION:</b> These chapters show Hank and King Arthur as they disguise themselves as peasants and travel through the kingdom. Several incidents occur that demonstrate how Hank has undermined Arthur’s authority.</p> <p><b>TEXT FOCUS:</b> As Hank and Arthur’s adventures continue to unfold in this section, prompt students to analyze the effect of irony and how it allows Twain to point out major issues. Hank and Arthur undergo transformations and develop deeper understandings in this section of the text. Ensure that students consider how the two characters’ experiences mirror one another and the possible purpose for these similarities.</p>

<sup>23</sup> <http://videolibrary.louisianabelieves.com/library/11th-and-12th-grade-ela-lesson-on-literary-discussions>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 8:</b></p> <p>“<a href="#">The Gospel of Wealth</a>,” Andrew Carnegie</p>	<p><b>TEXT DESCRIPTION:</b> This text provides Andrew Carnegie’s view on the necessity of social stratification.</p> <p><b>TEXT FOCUS:</b> This text relates to the portion of the novel (chapters 27-38) in which Hank and King Arthur are disguised as peasants and live among the common people. As King Arthur experiences life as a commoner, Hank gains insight into King Arthur’s character and that of the rest of the elite class. <b>(RL.11-12.3)</b> As you read, consider how Carnegie’s views compare and contrast with the views presented by Twain, as well as in other texts read in this unit.</p> <p><b>MODEL TASK</b></p> <p><b>LESSON OVERVIEW:</b> Students synthesize arguments from this and previous texts to evaluate which has the strongest argument and identify the literary devices and techniques that were effectively employed to develop those arguments.</p> <p><b>SAMPLE TASK:</b> Access <a href="#">text-dependent questions and a writing task</a><sup>24</sup> for “The Gospel of Wealth.”</p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• After using the questions included above to help students read and comprehend the text, have students develop an argument in response to the following prompt: Compare and contrast the positions of Ford, Long, Carnegie, and Twain. Then evaluate their arguments. Which author most effectively presents his point of view? What devices or techniques did that author employ to present his argument? <b>(RL.11-12.2, RL.11-12.3, RI.11-12.2, RI.11-12.5, W.11-12.1a-e, W.11-12.2a-c, W.11-12.4, W.11-12.9a-b, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6)</b></li> </ul>
<p><b>LESSON 9:</b></p> <p>Chapters 39-44 from <a href="#">A Connecticut Yankee in King Arthur’s Court</a>, Mark Twain</p>	<p><b>TEXT DESCRIPTION:</b> These chapters illustrate prosperity, then war, Arthur’s death, and the end of Hank’s time in Camelot. This section also details the downfall of what Hank created, thus demonstrating the failure of science and technology to improve society.</p> <p><b>TEXT FOCUS:</b> Throughout this portion of the text, prompt students to make note of Hank’s words and actions: What do we learn about his character? <b>(RL.11-12.3)</b> Also consider Twain’s choices for narration—why did he quote Malory to recount Arthur’s death rather than having Hank narrate the event? <b>(RL.11-12.5)</b> Why did Twain choose to have Clarence narrate Chapter 44?</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students continue to trace the development of Hank Morgan’s character and develop a summary of his transformation over the course of the novel.</p>

<sup>24</sup> <http://achievethecore.org/file/251>

TEXT SEQUENCE	TEXT USE
	<p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read these chapters independently. <b>(RL.11-12.10)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• As students read, have them complete the following: <ul style="list-style-type: none"> <li>○ Identify unknown vocabulary and sentences with complicated, unusual, or interesting syntax. Explain the meaning of the words and how they are used in context (i.e., determine the part of speech based on its affix or placement in the sentence), and verify the meaning and part of speech in a dictionary. <b>(L.11-12.4a-d, L.11-12.6)</b> For the selected sentences, complete one of two task options: (1) Paraphrase, rearrange, or break down longer sentences into a series of shorter sentences; or (2) Use the selected sentences as models and compose original sentences (using the sentence structure but filling in your own words) for the previous lesson’s writing prompt or the chapter summary. Record the words, definitions, and sentences in a consistent location (e.g., journals). <b>(L.11-12.1a-b, L.11-12.2a-b, L.11-12.3a)</b></li> <li>○ Summarize the events of Chapters 39-44. <b>(RL.11-12.2)</b></li> <li>○ Add information to the character graphic organizer begun in lesson 1. <b>(RL.11-12.3)</b></li> <li>○ Use <b>Cornell notes</b><sup>25</sup> to record Twain’s choices in the narration of the text. For each note made, consider the message Twain is conveying and how he is conveying it. <b>(RL.11-12.2, RL.11-12.3, RL.11-12.6)</b> For example, why reference Malory rather than have Hank narrate Arthur’s death? Why have Clarence narrate Chapter 44?</li> </ul> </li> <li>• Conduct a discussion in which students analyze Chapters 39-44 to determine how Twain’s choices convey meaning to the reader. Focus students on evaluating the significance of the devices and tone, and how the structure of the novel and changing of narrators impact the effect. <b>(RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, L.11-12.5a-b)</b> Prompt students to use <b>accountable talk</b><sup>26</sup> throughout the discussion. <b>(RL.11-12.1, L.11-12.5a-b, SL.11-12.1a-d, SL.11-12.4, SL.11-12.6)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p>

<sup>25</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<sup>26</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>



TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>Have students write a timed essay in response to the following prompt: Describe the extent to which Hank Morgan changes during the course of Mark Twain’s <i>A Connecticut Yankee in King Arthur’s Court</i>. Are the changes in him for the better or the worse? How do these changes reflect the themes Twain develops in the novel? (RL.11-12.2, RL.11-12.3, W.11-12.1a-e, W.11-12.4, W.11-12.9a, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6)</li> </ul>
<p><b>LESSON 10:</b></p> <p>“<a href="#">The Pedestrian</a>,” Ray Bradbury</p>	<p><b><u>TEXT DESCRIPTION:</u></b> This text illustrates the idea that technology and modernization lead to the dehumanization of society.</p> <p><b><u>TEXT FOCUS:</u></b> Similar to the failure of technology to improve society as illustrated through <i>A Connecticut Yankee in King Arthur’s Court</i>, “The Pedestrian” presents a futuristic dystopia in which television has replaced human contact and walking outside is seen as suspicious. Students consider how the author describes the setting and how the setting impacts the overall meaning of the text.</p> <p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Students read and summarize “The Pedestrian” independently. Then they analyze how the setting is established and how it impacts the other elements of the story.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Have students read and summarize “The Pedestrian” independently. (RL.11-12.2, RL.11-12.10)</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>As students read “The Pedestrian,” have them use <a href="#">Cornell notes</a><sup>27</sup> to record specific details about the setting, proper citation, and an interpretation of the significance of the details.</li> </ul> <p><b>SAMPLE TASK:</b> Access <a href="#">style and diction analysis tasks</a><sup>28</sup> for “The Pedestrian.”</p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Instruct students to develop a composition in response to the following prompt: Describe the main features of the setting in “The Pedestrian.” How do the language and devices represent what modern society has become for Bradbury? (RL.11-12.2, RL.11-12.3, W.11-12.2a-f, W.11-12.4, W.11-12.9a, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6)</li> </ul>

<sup>27</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<sup>28</sup> <http://training.nms.org/TeachingCommunity/TeacherForums/LTFEnglishForum/tabid/549/aft/1535/Default.aspx>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 11:</b></p> <p>Postscript from <a href="#">A Connecticut Yankee in King Arthur's Court</a>, Mark Twain</p> <p><a href="#">“A Rose for Emily,”</a> William Faulkner</p>	<p><b>TEXT DESCRIPTION:</b> Twain’s story concludes as he returns the reader to the frame story. William Faulkner’s short story echoes many of Twain’s sentiments regarding the collision of tradition and modernization, as well as isolation and loss.</p> <p><b>TEXT FOCUS:</b> In reading these texts, consider the deaths of Hank and Emily. What are Twain and Faulkner saying about society? (<b>RL.11-12.2, RL.11-12.3</b>)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read the remaining portion of <i>A Connecticut Yankee in King Arthur’s Court</i> outside of class and then read “A Rose for Emily” in pairs during class. Students work in pairs to analyze “A Rose for Emily” and then participate in a pinwheel discussion in which students discuss the themes and ideas of various texts throughout the unit.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read the Postscript independently outside of class. (<b>RL.11-12.10</b>)</li> <li>• As students finish reading <i>A Connecticut Yankee in King Arthur’s Court</i>, have them complete the following: <ul style="list-style-type: none"> <li>○ Identify unknown vocabulary and sentences with complicated or unusual syntax. Explain the meaning of the words and how they are used in context (i.e., determine the part of speech based on its affix or placement in the sentence), and verify the meaning and part of speech in a dictionary. (<b>L.11-12.4a-d, L.11-12.6</b>) For the selected sentences, complete one of two task options: (1) Paraphrase, rearrange, or break down longer sentences into a series of shorter sentences; or (2) Use the selected sentences as models and compose original sentences (using the sentence structure but filling in your own words) for the previous lesson’s writing prompt or the chapter summary. Record the words, definitions, and sentences in a consistent location (e.g., journals). (<b>L.11-12.1a-b, L.11-12.2a-b, L.11-12.3a</b>)</li> <li>○ Summarize the events of the Postscript. (<b>RL.11-12.2</b>)</li> <li>○ Add information to the character graphic organizer begun in Lesson 1. (<b>RL.11-12.3</b>)</li> <li>○ Focus on Hank’s death and the significance of the ending. Why would Twain choose to end the text this way? (<b>RL.11-12.5</b>) Use <b>Cornell notes</b><sup>29</sup> to record details Hank’s death. For each note, consider the message Twain is conveying and how he is conveying it. (<b>RL.11-12.2, RL.11-12.3, RL.11-12.6</b>)</li> </ul> </li> </ul>

<sup>29</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Then have students read and summarize “A Rose for Emily” in pairs during class. <b>(RL.11-12.2)</b></li> <li>• As students read “A Rose for Emily” in pairs, have them work together to analyze the story. <b>(SL.11-12.1a-d)</b> Possible analysis questions are available <a href="#">here</a>.<sup>30</sup></li> <li>• Ask students to compare and contrast the deaths in each text, focusing on how each author’s choices in structuring the text contribute to the development of a theme. <b>(RL.11-12.2, RL.11-12.5, RL.11-12.9)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Conduct a discussion in which students consider the themes of the unit focus and the texts over the course of the unit. A link to a video of a possible discussion structure and strategy is included with Lesson 5. Focus the discussion on ideas of modernism, progress, and change, and how authors use texts to comment on society and encourage readers to evaluate the world around them.</li> <li>• Have students write a reflection on the themes of the unit as presented in the discussion, summarizing the points made, the evidence provided, and conclusions drawn. <b>(RL.11-12.1, RL.11-12.2, RI.11-12.1, RI.11-12.2, SL.11-12.2, W.11-12.10)</b></li> </ul>
<p><b>LESSON 12:</b></p> <p><a href="#">A Connecticut Yankee in King Arthur’s Court</a>, Mark Twain</p>	<p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 13:</b></p> <p><a href="#">Nobel Prize Banquet Speech</a>, William Faulkner</p> <p>“<a href="#">The End of Something</a>,” Ernest Hemingway</p>	<p><b><u>TEXT DESCRIPTION:</u></b> William Faulkner’s speech expresses his thoughts on the role of the author/poet in the changing modern world. Ernest Hemingway’s short story, “The End of Something,” also addresses the idea of changing times.</p> <p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Task</a></p>
<p><b>LESSON 14:</b></p> <p>Various texts for independent research</p>	<p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>

<sup>30</sup> <http://www.mrgunnar.net/files/rose%20for%20emily%20decon%20ques.pdf>