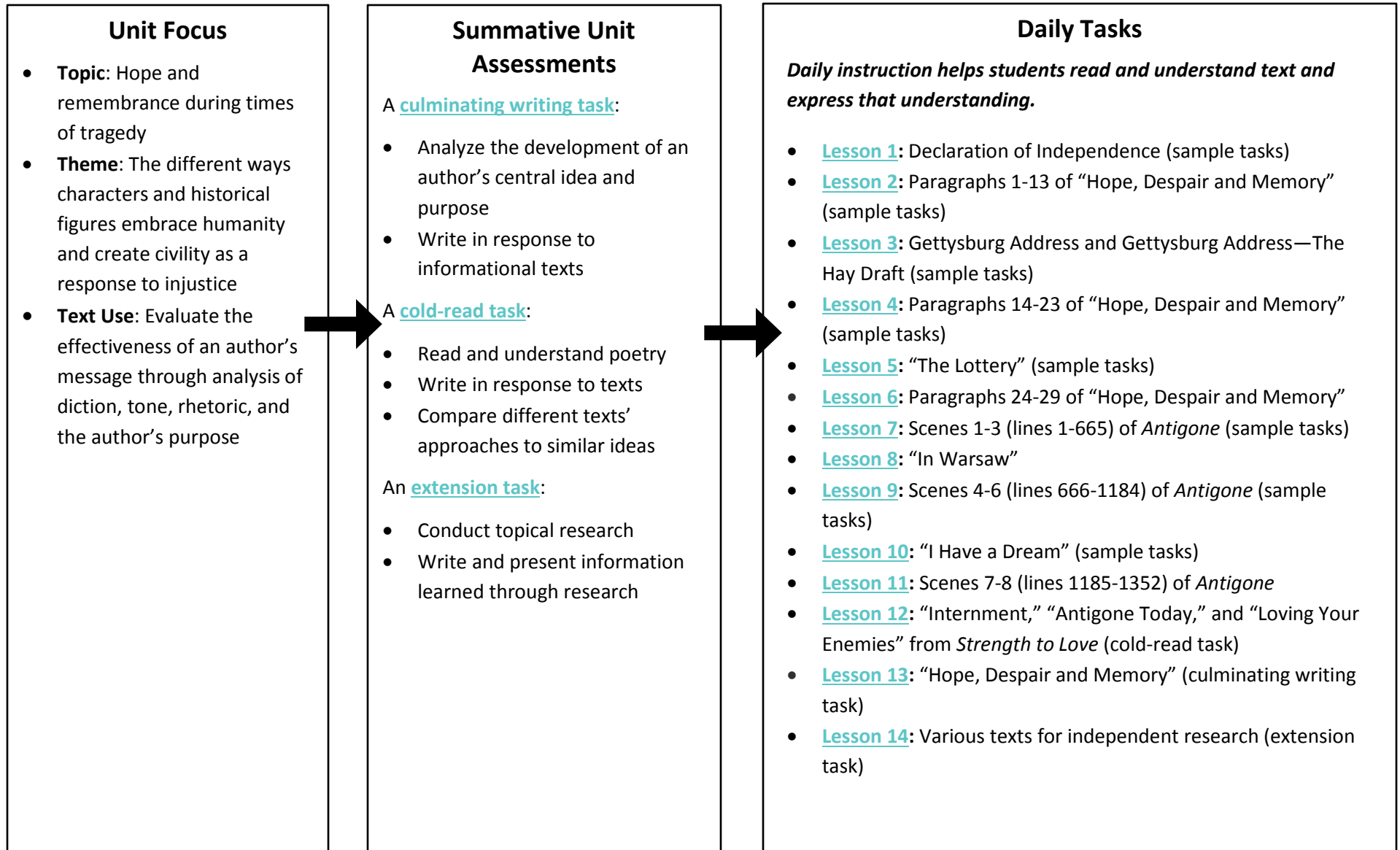


UNIT: “HOPE, DESPAIR, AND MEMORY”

<p>ANCHOR TEXT</p> <p>“Hope, Despair and Memory,” Elie Wiesel (Informational)</p> <p>RELATED TEXTS</p> <p><i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> • Antigone, Sophocles (Drama) • “The Lottery,” Shirley Jackson • “In Warsaw,” Czeslaw Milosz (Poem) • “Internment,” Juliet S. Kono (Poem) • “Antigone Today,” Richard Jackson (Poem) <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> • Declaration of Independence, Thomas Jefferson • Gettysburg Address, Abraham Lincoln • Gettysburg Address – “The Hay Draft,” Abraham Lincoln • “I Have a Dream” (Text and Audio/Video), Martin Luther King, Jr. • “Loving Your Enemies,” from <i>Strength to Love</i>, Martin Luther King, Jr. 	<p>UNIT FOCUS</p> <p>This unit teaches students about the importance of hope and remembrance during times of tragedy. Students explore the different ways characters and historical figures have embraced humanity and created civility as a response to injustice. Through the analysis of diction, tone, rhetoric, and the author’s purpose, students will evaluate how effectively the literary and informational texts of the unit deliver their message.</p> <p>Text Use: Evaluate the effectiveness of an author’s message through analysis of diction, tone, rhetoric, and the author’s purpose</p> <p>Reading: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.9, RI.9-10.10</p> <p>Writing: W.9-10.1a-e, W.9-10.2a-f, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9a-b, W.9.10.10</p> <p>Speaking and Listening: SL.9-10.1a-d, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6</p> <p>Language: L.9-10.1a-b, L.9-10.2a-c, L.9-10.3a, L.9-10.4a-d, L.9-10.5a-b, L.9-10.6</p> <p>CONTENTS</p> <p>Page 79: Text Set and Unit Focus</p> <p>Page 80: “Hope, Despair and Memory” Unit Overview</p> <p>Pages 81-85: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 86: Instructional Framework</p> <p>Pages 87-100: Text Sequence and Sample Whole-Class Tasks</p>
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“Hope, Despair and Memory” Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

Reread the last sentence of “Hope, Despair and Memory”: “Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.” How does this quotation support a central idea and reveal Wiesel’s purpose in the speech? Write an essay that interprets the quotation and determines a central idea of the speech. Then analyze how each section of the speech introduces and develops this idea, makes connections between the ideas, and reveals Wiesel’s purpose. (RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, W.9-10.1a-e, W.9-10.9b, W.9-10.10)

In your essay, make sure to:

- Interpret the meaning of the quotation and identify a central idea of the speech. (RI.9-10.2)
- Explain how Wiesel supports and develops the central idea, including the connections he makes between various points. (RI.9-10.3)
- Determine Wiesel’s tone and explain how his word choice develops the specific tone. (RI.9-10.4)
- Identify Wiesel’s purpose based on the central idea and explain how he reveals that purpose through imagery, allusion, and word choice. (RI.9-10.6)

Teacher Note: To strengthen their writing, students generate multiple drafts of their essays, responding to feedback from the teacher and peers to produce clear and coherent claims, evidence, and commentary that are appropriate to the task, purpose, and audience (W.9-10.4, W.9-10.5). Require students to use parallel structure (L.9-10.1a) and include various types of phrases and clauses (L.9-10.1b) in their writing. If time allows, have students produce their final drafts using technology (typing essays in MLA format and uploading their essays to a class blog). (W.9-10.6, L.9-10.3a).

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Hope and remembrance during times of tragedy • Theme: The different ways characters and historical figures embrace humanity and create civility as a response to injustice • Text Use: Evaluate the effectiveness of an author’s message through analysis of diction, tone, rhetoric, and the author’s purpose 	<p>This task assesses:</p> <ul style="list-style-type: none"> • Analyzing the development of an author’s central idea and purpose • Writing in response to informational texts 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 6 • Lesson 7 (sample tasks included) • Lesson 10 (sample tasks included) • Lesson 12 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 11 (sample tasks included) • Lesson 14 (use this task)

¹ 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 TASK²

Read “[Internment](#)” by Juliet S. Kono, “[Antigone Today](#)” by Richard Jackson, and “[Loving Your Enemies](#),” from *Strength to Love* by Martin Luther King, Jr., independently, and then **answer** a combination of multiple-choice and constructed-response questions³ about the texts, using evidence for all answers. Sample questions:

1. Reread the second stanza of “Internment.” Examine the connotations of *impaled* in line 22. How does Kono use this word to convey a specific tone? **(RL.9-10.1, RL.9-10.4, L.9-10.5b)**
2. What contrast does Kono establish between the speaker’s feelings and her physical situation? What words or phrases best establish this contrast? **(RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, L.9-10.5b)**
3. What is a theme of “Internment”? How is this theme developed? **(RL.9-10.1, RL.9-10.2, W.9-10.9a, W.9-10.10)**
4. In “Antigone Today,” the speaker describes a position she is taking against a particular idea. What is the speaker standing against? **(RL.9-10.2)**
5. Identify a central idea that is communicated through “Antigone Today.” Explain how that idea is developed through the words, images, and tone of the poem. **(RL.9-10.1, RL.9-10.2, RL.9-10.4, L.9-10.5a-b)**
6. Explain the meaning of *forgiveness* and *love* as defined in “Loving Your Enemies.” How does King draw on those definitions and make connections between them to develop a central idea of the chapter? **(RI.9-10.2, RI.9-10.3, RI.9-10.5)**
7. In “Loving Your Enemies,” King says, “We must recognize that the evil deed of the enemy-neighbor, the thing that hurts, never quite expresses all that he is.... We recognize that his hate grows out of fear, pride, ignorance, prejudice and misunderstanding...” Paraphrase this quotation. How does this quotation relate to the main ideas of “Hope, Despair and Memory”? **(RI.9-10.2, RI.9-10.9, W.9-10.9a-b, W.9-10.10)**
8. How do these three texts reflect the central ideas of “Hope, Despair and Memory”? In a multi-paragraph essay, describe how each text relates to the ideas of Wiesel’s speech. **(RL.9-10.1, RL.9-10.2, RL.9-10.4, RI.9-10.1, RI.9-10.2, RI.9-10.4, W.9-10.1a-e, W.9-10.4, W.9-10.9a-b, W.9-10.10, L.9-10.5a-b, L.9-10.6)**

² Cold-Read Assessment: 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>.

³ Ensure that students have access to the complete texts as they are testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Hope and remembrance during times of tragedy • Theme: The different ways characters and historical figures embrace humanity and create civility as a response to injustice • Text Use: Evaluate the effectiveness of an author’s message through analysis of diction, tone, rhetoric, and the author’s purpose 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding poetry • Writing in response to texts • Comparing different texts’ approaches to similar ideas 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 5 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 10 (sample tasks included) • Lesson 13 (use this task)

EXTENSION TASK⁴

Select one of the time periods represented by the texts in this unit (American Revolution, Civil War, Holocaust, or Civil Rights Movement) and conduct independent research on how that particular time period's events have been memorialized in our society. Consider how our society remembers events and attempts to prevent future tragedies through developing awareness in the form of monuments, museums, holidays, artwork, literature, etc.

To complete this assignment, have students:

1. Select a time period and develop a series of questions for research. **(W.9-10.7)** For example: What monuments, holidays, museums, works of literature, or works of art, etc. commemorate this event/time period? Who commissioned and/or created the memorial? What purpose does the memorial serve? What is the significance of the memorial?
2. Conduct independent research, gathering relevant information from multiple sources, narrowing or broadening the inquiry when appropriate. **(W.9-10.7, W.9-10.8, SL.9-10.2)**
3. Develop a thesis⁵ based on the research, e.g., “The Holocaust is an often memorialized event in history. Within the United States, the Holocaust Memorial Museum in Washington, D.C., is a powerful reminder of why we should never forget tragedies of human history.” Or “The Civil War is memorialized several ways in our society through battlefield sites and recreation areas, the Lincoln Memorial in Washington, D.C., and the Memorial Day holiday.” **(W.9-10.2a)**
4. Write and publish a research-based essay, incorporating evidence and quotations from multiple texts and avoiding plagiarism. **(W.9-10.2a-f, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.8, W.9-10.9a-b, W.9-10.10, L.9-10.1a-b, L.9-10.2a-c, L.9-10.6)**
5. Select one way the selected time period is memorialized and create a multimedia presentation to deliver to the class that describes the memorial and its purpose, and explains why the student selected that memorial to present. **(SL.9-10.4, SL.9-10.5, SL.9-10.6)**
6. Finally, during each speech, have students take notes, integrating information and developing an understanding of the presented issues. **(SL.9-10.2)** Have them use a [class-generated rubric](#)⁶ to evaluate each speaker's content and presentation style. **(SL.9-10.6)**

⁴ 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.

⁵ Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

⁶ Sample: http://bie.org/object/document/9_12_presentation_rubric_ccss_aligned.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Hope and remembrance during times of tragedy • Theme: The different ways characters and historical figures embrace humanity and create civility as a response to injustice • Text Use: Evaluate the effectiveness of an author’s message through analysis of diction, tone, rhetoric, and the author’s purpose 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Conducting topical research • Writing and presenting information learned through research 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 11 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 6 • Lesson 10 (sample tasks included)

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](#)⁷ 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

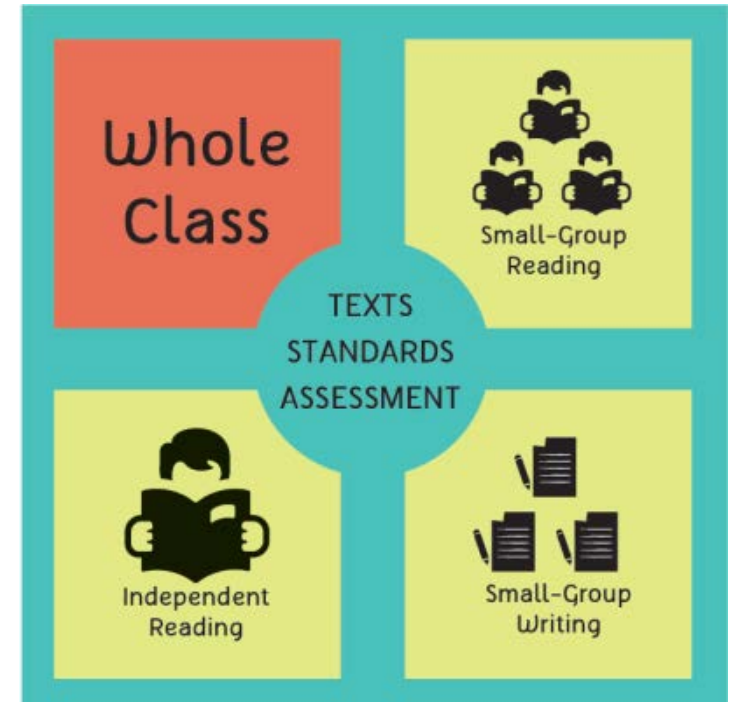
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

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.



⁷ <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>LESSON 1:⁸</p> <p>Declaration of Independence, Thomas Jefferson</p>	<p>TEXT DESCRIPTION: The Declaration of Independence is a statement originally composed by Thomas Jefferson, then adopted by the Continental Congress on July 4, 1776. It announced that the 13 American colonies, then at war with Great Britain, regarded themselves as independent states, and no longer a part of the British Empire.</p> <p>TEXT FOCUS: The logical development of ideas in this text create opportunities for examining how Jefferson presents each section and analyzing how the structure develops his argument to separate from Britain. (RI.9-10.3, RI.9-10.5)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students work in pairs to read and summarize the text. Then they examine the development of the argument presented in the document.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students work in pairs to read the Declaration of Independence and write an objective summary⁹ of each section. (RI.9-10.2, W.9-10.10) Each summary should detail the content and purpose for each section of the Declaration of Independence, including the order in which points are made, how they are elaborated on, and the connections drawn between the various points. (RI.9-10.1, RI.9-10.3, W.9-10.9a) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • As a whole class, conduct a discussion in which students are prompted to examine Jefferson’s choices in the writing of the Declaration of Independence. Prompt students to use accountable talk¹⁰ throughout the discussion. (SL.9-10.1a-d, SL.9-10.4, SL.9-10.6) Possible discussion questions include: <ul style="list-style-type: none"> ○ Jefferson chose to begin the Declaration of Independence with the words, “The unanimous Declaration of the thirteen united States of America.” Was this necessary? Could the 13 colonies have declared independence if they were not unanimous? (RI.9-10.1, RI.9-10.5, RI.9-10.8) ○ What ideas did the framers of the Declaration of Independence express in the document? What are some of the ideas about government that are implied in the Declaration of Independence? Why did some colonists want to remain under British rule? (RI.9-10.1, RI.9-10.3)

⁸ **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.

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁰ <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"> ○ Jefferson notes that “all men are created equal,” suggesting that this was “self-evident.” What is meant by that statement? How has this idea been supported or challenged throughout history? (RI.9-10.1, RI.9-10.6, RI.9-10.8) ○ How does Jefferson explain the reason for a formal declaration of independence? Why does Jefferson state the “causes which impel them to the separation”? Evaluate whether this is necessary. (RI.9-10.1, RI.9-10.5, RI.9-10.8) ○ Jefferson points to King George III in his list of grievances despite the fact that Parliament passed the acts and approved the taxes that led to the colonists calling for independence. The king, on the other hand, was a monarch with limited power. Why would Jefferson blame the king for the problems leading to the Declaration of Independence? (RI.9-10.1, RI.9-10.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students write a response to the following prompt: Examine the grievances that Jefferson lists as reasons that the king has violated the natural rights of the colonists. Select three grievances you consider the most significant violations that support Jefferson’s claim of declaring independence from Britain. Explain how the grievances develop the central idea. (RI.9-10.1, RI.9-10.2, RI.9-10.5, W.9-10.2a-f, W.9-10.4, W.9-10.9b, W.9-10.10) • To support students in writing their essays, divide them into pairs. Have them swap their essays and review their partner’s essay. Students should: <ol style="list-style-type: none"> 1. Identify and underline the thesis or main claim of the essay. 2. Next to each body paragraph, write a one-sentence summary. (RI.9-10.2) Determine how the ideas of the body paragraph are connected to the main claim of the essay. Next to the thesis statement, write a brief summary describing the organization and connection between various ideas of the essay. (RI.9-10.3) 3. Underneath each summary sentence, list the evidence used in that paragraph (e.g., direct quotation, paraphrased quotation, key details from the text). 4. Assess the quality of the evidence and how well it supports the thesis and ideas of the paragraph. Place a plus sign next to relevant evidence and logical reasoning and a minus sign next to irrelevant evidence or false reasoning. (RI.9-10.8) 5. Review the sentence structure and offer suggestions for increasing the complexity by adding more phrases and clauses and using parallel structure. (This may require a brief mini-lesson in which the teacher models how this can be done.) (L.9-10.1a-b)

TEXT SEQUENCE	TEXT USE
	<p>6. Circle strong vocabulary words in the text and note any unnecessary repetitions. (L.9-10.6)</p> <p>7. Edit the essay for spelling mistakes and use of proper punctuation. (L.9-10.2a-c)</p> <p>8. Return the essays to their owner and have students review the feedback. Allow students to rewrite their essays, revising sentences and strengthening their arguments based on the feedback. (W.9-10.4, W.9-10.5)</p>
<p>LESSON 2:</p> <p>Paragraphs 1-13 of “Hope, Despair and Memory,” Elie Wiesel</p>	<p>TEXT DESCRIPTION: This is a Nobel Peace Prize speech by Elie Wiesel, a Holocaust survivor and humanitarian. This speech exemplifies the nature of hope, the reality that incites despair, and the importance of remembrance so as not to repeat historical events that leave the world reeling.</p> <p>TEXT FOCUS: The first 13 paragraphs of this text focus on the importance of memory in maintaining humanity. Wiesel’s language and tone are particularly effective throughout the speech and reveal his purpose and point of view. (RI.9-10.4, RI.9-10.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students work in pairs to analyze the first section of Wiesel’s speech, examining rhetorical devices employed to convey his message.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Provide students the excerpt from “Hope, Despair and Memory” and read the text aloud. Then have students reread the text to themselves, annotating the text¹¹ by underlining or highlighting any statements, words, and/or phrases that they have questions about or that stick out to them as important. Focus students on identifying vocabulary and imagery with figurative and/or connotative meanings. (RI.9-10.1, RI.9-10.4, L.9-10.5a-b, L.9-10.6) • After reading, have students select three or four words and define them in context. (L.9-10.4a) Have them explain the meaning of the word and how the word is being used in the sentence (i.e., determine the part of speech based on its affix or placement in the sentence). (L.9-10.4a,b,d; L.9-10.6) Lastly, prompt students to verify the meaning and part of speech of the words using a dictionary and record the connections (including similar affixes or synonyms and antonyms), part of speech, and various forms and associations of the word on a semantic map.¹² (L.9-10.4c) • Instruct students to summarize the main idea and most important details of each paragraph in the margin. (RI.9-10.1, RI.9-10.2)

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

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Divide the class into pairs and have students complete the following. (SL.9-10.1a) <ul style="list-style-type: none"> ○ Use a three-column graphic organizer: (column 1) Identify each claim made in the order it is made; (column 2) describe how each claim or point is developed and refined by particular phrases, sentences, paragraphs, or sections; and (column 3) identify the connections made between claims. (RI.9-10.1, RI.9-10.3, RI.9-10.5) ○ Reread paragraphs 1-13 of the speech and highlight or circle words and phrases that reveal the author’s attitude toward the subject of the text. (RI.9-10.4) ○ Determine a central idea of the first 13 paragraphs. (RI.9-10.2) • Project paragraph 7 and read it aloud. Ask students to reread, interpret, and paraphrase the phrases and sentences in the paragraph with figurative or connotative meanings (e.g., “Fear dominated the universe.”) Discuss with students the rhetorical effect of the author’s word choices. Sample prompting questions include: <ul style="list-style-type: none"> ○ Look at the pattern of words. What tone is developed as a result of the connotations of these words? (RI.9-10.4, L.9-10.5b) ○ What effect do the words and imagery have on the reader? What is the tone of the first 13 paragraphs? (RI.9-10.4) How do the effect and tone contribute to the central idea of the speech? (RI.9-10.2, RI.9-10.5, RI.9-10.6) ○ <i>Rhetoric</i> is the art of effective or persuasive speaking or writing achieved through the use of devices and strategies. When attempting to affect change, writers must consider the <i>context</i> in which they are writing. This context is based on the <i>audience</i> to whom they are speaking and the <i>occasion</i> for which they are writing. Consider the rhetorical effect of the first 13 paragraphs of Wiesel’s speech. What might be his purpose for writing? (RI.9-10.6) How does he use language or strategies to achieve his purpose? (RI.9-10.4, L.9-10.5a-b) • Have students analyze the sentence structure/syntax of paragraph 7. Provide each pair with a different sentence. For each, have students separate out the subject, verb, phrases, and clauses and rewrite the sentences in their own words. (L.9-10.1a-b, L.9-10.2a-c) Model this for students prior to having them work in pairs.¹³ Prompt each pair to present their evaluation.

¹³ For example: “Stripped of possessions, all human ties severed, the prisoners found themselves in a social and cultural void.” Subject: prisoners; Verb: found; Phrases/clauses: stripped of possessions, all human ties severed, in a social and cultural void; Rewritten sentence: “Prisoners found themselves stripped of all possessions in a social and cultural void with all human ties severed.”

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Discuss the following questions as a class: How does Wiesel’s use of phrases, conjunctions, and punctuation produce sentence variety and fluency in the paragraph? What is the effect of Wiesel’s sentence variety and fluency? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Ask students to work with their partner to analyze the structure of another paragraph in the text (assign different paragraphs to different pairs). Prompt students to identify ways in which Wiesel’s word choice, use of anecdotes, and sentence structure reveal his purpose and have a rhetorical effect. (RI.9-10.1, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.10) Have students create a brief written analysis based on the following prompt: How do Wiesel’s language, imagery, tone, evidence, and use of rhetoric in the paragraph you examined develop a central idea and advance his point of view in paragraphs 1-13? (W.9-10.9b, W.9-10.10)
<p>LESSON 3:</p> <p>Gettysburg Address, Abraham Lincoln</p> <p>Gettysburg Address – “The Hay Draft,” Abraham Lincoln</p>	<p>TEXT DESCRIPTION: The Gettysburg Address is a speech written by U.S. President Abraham Lincoln. He delivered the speech on November 19, 1863, at the dedication of the Soldiers’ National Cemetery in Gettysburg, Pennsylvania. This was four and a half months after the Union Army defeated the Confederate Army at the Battle of Gettysburg.</p> <p>TEXT FOCUS: Similar to “Hope, Despair and Memory,” Lincoln’s speech reflects on the importance of remembrance and memory for honoring those who have suffered. The short length of this speech makes it suitable for reading and rereading to analyze the structure, devices, and meaning. Comparing the two speeches reveals the ways that the authors engage in a process for writing and emphasizes the need for revision to produce more effective writing.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students closely read and analyze the Gettysburg Address independently. Then they compare the different drafts of the speech to evaluate how changes in language and details affect the meaning of the speech.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> Have students read the speech independently. (RI.9-10.10) Then read the speech aloud as students follow along. Have students read the speech a third time independently and rewrite the speech in their own words. (RI.9-10.2) <p>SAMPLE TASK: Access a full lesson plan,¹⁴ including text-dependent questions, vocabulary, and a writing task for the Gettysburg Address. This plan also includes directions for analyzing different versions of the speech and additional history and social studies connections.</p>

¹⁴ <http://achievethecore.org/file/253>

TEXT SEQUENCE	TEXT USE
<p>LESSON 4:</p> <p>Paragraphs 14-23 of “Hope, Despair and Memory,” Elie Wiesel</p>	<p>TEXT DESCRIPTION: This is a Nobel Peace Prize speech by Elie Wiesel, a Holocaust survivor and humanitarian. This speech exemplifies the nature of hope, the reality that incites despair, and the importance of remembrance so as not to repeat historical events that leave the world reeling.</p> <p>TEXT FOCUS: This section of the text focuses on mankind’s natural tendency to forget, as well as the potential hazards of forgetting the past. Students should pay special attention to the paradoxical treatment of memory in the speech: Wiesel recognizes the importance of memory while at the same time recognizing the dangers of remembering everything.</p>
<p>LESSON 5:</p> <p>“The Lottery,” Shirley Jackson</p>	<p>TEXT DESCRIPTION: Set in a small town filled with working families, “The Lottery” by Shirley Jackson details the seemingly mundane, traditional gathering of the town and the selection of a lottery “winner.” The story is filled with foreshadowing and symbolism, and the truth of what is happening isn’t fully revealed until the last few paragraphs, when the twist ending unearths the sinister meaning hidden behind the tradition of “The Lottery.”</p> <p>TEXT FOCUS: Similar to “Hope, Despair and Memory,” Jackson’s short story warns of a society that forgets the past and blindly follows a tradition without taking a stand against injustice. While a fictional account, “The Lottery” presents similar thematic ideas to the focus of other texts in the unit, mainly that tragedy and death can result from not remembering the past. The surprise ending of this text is particularly effective for delivering the themes of the text. (RI.9-10.5) Instead of having students read the text independently, read the text aloud and stop students at various points to answer questions and develop understanding so that the surprise ending is revealed to all the students simultaneously.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read “The Lottery” as a class and respond to the themes of the story through small-group discussion and questions.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read “The Lottery” aloud. Stop after paragraphs 7 and 65 to have students discuss various questions in pairs or small groups. A video to help prepare teachers for this discussion is available in the LDOE Video Library¹⁵. • After reading paragraphs 1-7, have students describe the setting. Focus them on interpreting and rewriting sentences with figurative meanings in their own words (e.g., “School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play and their talk was still of the classroom and the teacher, of books and reprimands.”) Then discuss the mood that is established in the town based on the language used to describe the scene.

¹⁵ <http://videolibrary.louisianabelieves.com/library/9th-grade-ela-lesson-on-characters-and-symbols-in-a-text>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Prior to reading paragraphs 8-65, focus students as they read to annotate the text,¹⁶ noting details that discuss aspects of the lottery tradition and reveal aspects of the characters and their perspectives/thoughts regarding the lottery. After reading paragraphs 8-65, have students use resources from the included handout.¹⁷ Specifically, have students complete the first written response and the first graphic organizer in the included handout. • Ask students to select three details (e.g., description of actions or dialogue) that reveal the motivations of the characters. For each detail, have students describe which characters are involved, how the detail relates to the events of the story, and what that detail reveals about the characters. (RI.9-10.1, RI.9-10.3) • Read aloud the remaining paragraphs in the story. Ask students to write down their immediate reaction to the story independently and explain what happens at the end. After few minutes, have students share their responses with the class. (RI.9-10.2, SL.9-10.1a, SL.9-10.4, SL.9-10.6) • Have students work in pairs or small groups to answer the following: <ul style="list-style-type: none"> ○ How has the mood of the story changed from the beginning? What details develop these differences? (RI.9-10.1, RI.9-10.3) ○ Create a T-chart with “lottery” on the left side and “The Lottery” on the right side. Complete the left side of the chart, identifying characteristics of a traditional lottery. Reread the story to locate “clues” that hint at the surprise ending and add those to right side of the T-chart. Focus on details of the setting, the dialogue, and the attitude of the characters. (RI.9-10.1, RI.9-10.3) Align the “clues” next the traditional lottery characteristic that most contradicts the characteristic of “The Lottery.” For example, in a lottery, the winner is rewarded with money, but in “The Lottery,” the winner is stoned to death. Review the chart and discuss how the setting, dialogue, and attitude of the characters contradict the actual consequences of the lottery. How is Jackson able to keep readers “in the dark” until the end of the story? How else does the structure of the story develop suspense and surprise (irony) in “The Lottery”? (RI.9-10.5) What is the significance of that structure? ○ Identify at least two objects, characters, or actions that represent something beyond their literal meaning. What could these symbolize? (L.9-10.5a)

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

¹⁷ <http://www.cpalms.org/uploads/Resources/final/32908/Document/10647/The%20Lottery%20student%20handout.docx>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct Socratic seminar¹⁸ in which students discuss the following questions: <ul style="list-style-type: none"> ○ Why are the townspeople holding the lottery? Why don't they stop? Why don't the townspeople question the tradition? ○ Discuss possible themes of the story. Select one theme and locate examples, details, symbolism, or structures that develop the theme over the course of the story. (RL.9-10.1, RL.9-10.2) ○ What is the author's attitude toward the lottery? (RL.9-10.4) How does the author reveal her attitude about the lottery? ○ What ideas or themes does "The Lottery" present that are similar to Wiesel's "Hope, Despair and Memory"? What makes each effective in its delivery of that message? (RL.9-10.2, RL.9-10.5, RI.9-10.9, SL.9-10.2) • Conclude the seminar by having students create a written response to one of the seminar questions. (W.9-10.9a-b, W.9-10.10) • Have students watch the 10-minute film version¹⁹ of "The Lottery." Have students compare and contrast the visual text to the written text, focusing on what is emphasized or absent in each. (RL.9-10.7) Which version most effectively delivers the meaning of the story? What details most contribute to the effectiveness? (SL.9-10.3)
<p>LESSON 6:</p> <p>Paragraphs 24-29 of "Hope, Despair and Memory," Elie Wiesel</p>	<p>TEXT DESCRIPTION: This is a Nobel Peace Prize speech by Elie Wiesel, a Holocaust survivor and humanitarian. This speech exemplifies the nature of hope, the reality that incites despair, and the importance of remembrance so as not to repeat historical events that leave the world reeling.</p> <p>TEXT FOCUS: This section of the text is Wiesel's call to action. Students should consider Wiesel's utilization of rhetorical devices to develop his argument. Defining or reviewing <i>ethos</i>, <i>logos</i>, and <i>pathos</i> can help students analyze Wiesel's purpose for the last section of the text. (RI.9-10.6) The last line of the text is significant to the meaning of the text and for revealing Wiesel's point of view. Ensure students spend time evaluating the quotation in preparation for the Culminating Writing Task.</p>
<p>LESSON 7:</p> <p>Scenes 1-3 (lines 1-665) of Antigone, Sophocles</p>	<p>TEXT DESCRIPTION: This tragic play by Sophocles offers an example of how a female character stands against injustice. Antigone lives to please God, not man, and is subject to a higher authority when making the decision to stand up for what she believes. This text is a powerful example of courage and steadfastness in a time when women were not valued for their views and opinions.</p>

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁹ <http://www.youtube.com/watch?v=RV03h3XWTDU>

TEXT SEQUENCE	TEXT USE
	<p>TEXT FOCUS: In the first scenes, Antigone takes action against what she deems is an injustice despite the likely repercussions.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students summarize each of the first three scenes. Students keep a dialectical journal to examine Sophocles’s language and character choices.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud the first three scenes of the play as students follow along. If students struggle with the structure of Greek tragedies, conduct a discussion about the purpose of the chorus and beginning the play <i>in medias res</i>. • Have students create a written summary²⁰ of the first scenes. (RL.9-10.2) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Provide students with a dialectical journal template.²¹ As they read, prompt students to locate important quotations that reveal information about characters, key events, or themes. (RL.9-10.1, RL.9-10.2, RL.9-10.3) On the left side of the journal, ask students to record the direct quotation or paraphrase, including a proper citation. (W.9-10.8) On the right side of the journal, ask students to record their rationale for selection, interpretations or definitions, reflections, or questions. (W.9-10.9a, W.9-10.10) • Prompt students to track the usage of certain words that recur throughout the drama (e.g., <i>friend, enemy, love, justice, and honor</i>). Ask students to record when and how these words are used and determine if there are nuances in the meanings when the words are used by different characters in the play. Do they use them in the same way? Is it always the same definition or are their multiple versions? (RL.9-10.4, L.9-10.4a, L.9-10.5b, L.9-10.6) • Have students reread key passages from the first three scenes. (RL.9-10.10) Then conduct a class discussion about each scene based on the following questions. (SL.9-10.1a-d, SL.9-10.4, SL.9-10.6) <ul style="list-style-type: none"> ○ Conversation between Antigone and Ismene: Pay attention to character opinion of women. Explain Antigone’s view of women’s rights and Ismene’s view of women’s place in society. (RL.9-10.2, RL.9-10.3) ○ Creon’s argument: How does he develop his argument and attempt to convince others? Evaluate his reasoning. Is it logical and based on evidence or does it contain fallacious reasoning? (RI.9-10.6, RI.9-10.8)

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²¹ <http://www.docstoc.com/docs/27759900/Sample-Dialectical-Journal-Night>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Examine the various reactions to Antigone’s capture and resulting events. How does Creon react? What is her response to his admonishment? What is his decision to punish her and her reaction? What is Ismene’s reaction? (RL.9-10.2) ○ Consider Ismene’s character. What is her role in the play? Examine her words and behavior and describe her exit from the play. How does her character contribute to the development of the plot, other characters, or a theme in the play? (RL.9-10.2, RL.9-10.3) ○ Explain Antigone’s stance about the burial of her brothers. (RL.9-10.2) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Instruct students to write a summary of the conflict Antigone is having with her sister and Creon. Consider the following questions while writing the summary: What are Antigone’s goals, why are they important to her, and how and why is she being disobedient? How do her actions relate to other texts in the unit? (W.9-10.2a-f, W.9-10.4, W.9-10.9a-b, W.9-10.10)
<p>LESSON 8:</p> <p>“In Warsaw,” Czeslaw Milosz</p>	<p>TEXT DESCRIPTION: This poem draws a correlation between <i>Antigone</i> and the occurrences described by Wiesel in the anchor text by providing poetic insight into the aftermath of the Warsaw Uprising in 1944.</p> <p>TEXT FOCUS: As students read and analyze the poem, they should focus on Milosz’s word choices and employment of literary devices to convey tone and meaning. (RL.9-10.1, RL.9-10.2, RL.9-10.4, L.9-10.5a-b)</p>
<p>LESSON 9:</p> <p>Scenes 4-6 (lines 666-1184) of Antigone, Sophocles</p>	<p>TEXT DESCRIPTION: This tragic play by Sophocles illustrates an example of how a female character stands against injustice. Antigone lives to please God, not man, and is subject to a higher authority when making the decision to stand up for what she believes. This text is a powerful example of courage and steadfastness in a time when women were not valued for their views and opinions, but rather were expected to be seen and not heard.</p> <p>TEXT FOCUS: This section of the text examines the effects of Antigone’s actions.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students summarize each of the scenes (4-6) as they read them aloud in small groups. Students continue to trace Sophocles’s language and character choices.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read aloud the next three scenes in small groups. (RL.9-10.10) Because of the complexity of the language of <i>Antigone</i>, monitor students’ comprehension as they read by reviewing and asking questions about their dialectical journals.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students create a written summary²² of Scenes 4-6. (RL.9-10.2) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Ask students to continue working on their dialectical journals and tracking the use of various words throughout the play (begun in Lesson 7). • Have students reread key passages from Scenes 4-6. Then conduct a class discussion about each scene based on the following questions. (SL.9-10.1a-d, SL.9-10.4, SL.9-10.6) <ul style="list-style-type: none"> ○ Creon’s interaction with Haemon: Has Creon changed from the beginning of the play? What misunderstanding results when Creon thinks Haemon is threatening him? What is really happening? (RL.9-10.3) ○ Creon’s decisions regarding Antigone’s punishment: What might Creon’s decisions symbolize? (L.9-10.5a) Is it a humane or fitting execution? ○ Conversation between Antigone and the chorus: How does Antigone feel as she faces her punishment and her mortality? Does her position waver at all? (RL.9-10.3) What is the perspective of the chorus at this point? Has its position changed? (RL.9-10.6) ○ Summarize Tiresias’s argument. (RL.9-10.2) How does he soften Creon’s stubborn mind toward Antigone? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students write a brief response to the following question: Eurydice is only in the play very briefly, yet she has an important role in Creon’s situation. How is she significant to the story? (RL.9-10.3, W.9-10.9a, W.9-10.10)
<p>LESSON 10:</p> <p>“I Have a Dream,” Martin Luther King, Jr.</p>	<p>TEXT DESCRIPTION: Dr. Martin Luther King, Jr., delivered his “I Have a Dream” speech to a crowd of people assembled at the Lincoln Memorial on August 28, 1963, for the March on Washington for Jobs and Freedom. The speech details his position on race relations in the United States at the time.</p> <p>TEXT FOCUS: The rhetoric in this speech is particularly effective, which is why it is one of the most memorable speeches of U.S. history. Similar to Wiesel, King speaks out against injustice. Rather than speaking about the need to remember the past, King asks the audience to envision a better future based on his ideas for racial harmony.</p> <p>MODEL TASKS</p>

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

TEXT SEQUENCE	TEXT USE
	<p>LESSON OVERVIEW: Through multiple readings, students examine the craft of King’s “I Have a Dream” speech. Each reading leads students to more detailed analysis of the text by examining vocabulary, figurative language, the author’s purpose, inferences, and tone. Using the knowledge gleaned from these readings, students answer extended response questions requiring textual support.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students listen to the audio or watch the video of the speech as they follow with a printed copy. • Then have students engage in multiple independent readings of the text to ensure an in-depth understanding of the speech. (RI.9-10.10) Instruct students to engage in a specific focus for each reading of the speech: <ul style="list-style-type: none"> ○ First read: Vocabulary and literary devices²³ (possible handout²⁴) ○ Second read: Meaning (literal and figurative/connotative) (possible handout²⁵) ○ Third read: Interpret author’s purpose and tone (possible handout²⁶) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students work in pairs or small groups to analyze the speech using the SOAPStone strategy²⁷ and graphic organizer.²⁸ Their completed graphic organizer may be used as a reference in the discussion to follow. (RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.6) • As a whole class, conduct a discussion that prompts students to focus on King’s language and use of rhetorical appeals to develop his argument. Some possible questions for discussion are: <ul style="list-style-type: none"> ○ What is the context for this speech and how does Martin Luther King appeal to his audience? (RI.9-10.6) How does King use literary devices (e.g., metaphor and imagery), repetition, and allusion to as part of his appeal? (L.9-10.5a) ○ According to King, what is the connection between justice and freedom? Might increasing justice for some require limiting freedom for others? (RI.9-10.3)

²³ For teacher reference of the literary devices within the speech: <http://blog.flocabulary.com/i-have-a-dream-speech-analysis-lesson-plan/>

²⁴ <http://www.cpalms.org/Uploads/resources/40138/1/4/docs/l%20Have%20a%20Dream%20first%20reading%20for%20CPalms.doc>

²⁵ <http://www.cpalms.org/Uploads/resources/40138/1/7/docs/l%20Have%20a%20Dream%20second%20reading%20for%20CPalms.doc>

²⁶ <http://www.cpalms.org/Uploads/resources/40138/1/7/docs/l%20Have%20a%20Dream%20third%20reading%20for%20CPalms.doc>

²⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁸ <https://d3ic3ahdjad7x7.cloudfront.net/MOI1HRmZ1DPqGpN3dVzvlkcdUv59a5aaiGxwiDUN8UevkzSc.pdf>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ How do King’s word choices, sentence structure and variety, and use of literary devices establish a clear tone, develop the central ideas of the speech, and reveal his purpose? (RI.9-10.2, RI.9-10.4, RI.9-10.6, L.9-10.5a-b, L.9-10.6) ○ Consider both the written text and the delivery of the speech. What makes King’s speech most compelling or effective? (SL.9-10.3) What is emphasized in King’s delivery that is not as apparent from reading the text of the speech? (RI.9-10.7) ○ What historical and biblical allusions do you recognize within the speech? Which allusions do you find most compelling, and why? ○ What devices and ideas does King’s speech share with Wiesel’s speech? (RI.9-10.9) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Have students write a timed essay focused on the following prompt: Explain how King develops his argument in “I Have a Dream.” Base your explanation on the following: <ul style="list-style-type: none"> ○ Determine a central idea of the speech, identify the main claims made to support that idea, and explore the connections made between each claim. (RI.9-10.1, RI.9-10.2, RI.9-10.3) ○ Describe how each claim is developed and refined by words, phrases, sentences, and paragraphs and assess whether King’s reasoning is valid and the evidence sufficiently supports his claims. (RI.9-10.1, RI.9-10.2, RI.9-10.5, RI.9-10.8)
<p>LESSON 11:</p> <p>Scenes 7-8 (lines 1185-1352) of <i>Antigone</i>, Sophocles</p>	<p>TEXT DESCRIPTION: This tragic play by Sophocles illustrates an example of how a female character stands against injustice. Antigone lives to please God, not man, and is subject to a higher authority when making the decision to stand up for what she believes. This text is a powerful example of courage and steadfastness in a time when women were not valued for their views and opinions, but rather were expected to be seen and not heard.</p> <p>TEXT FOCUS: The final scenes show Creon’s change of heart and the repercussions of his earlier decisions. Students continue to summarize the scenes and work in the dialectical journals. The final lines of the play relate to other texts in the unit, so provide time for students to discuss connections as a whole class. Students can also outline or write a timed argumentative essay to explain who has a more tragic fate: Antigone or Creon?</p>

TEXT SEQUENCE	TEXT USE
<p>LESSON 12:</p> <p>“Internment,” Juliet S. Kono</p> <p>“Antigone Today,” Richard Jackson</p> <p>“Loving Your Enemies,” from <i>Strength to Love</i>, Martin Luther King, Jr.</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 13:</p> <p>“Hope, Despair and Memory,” Elie Wiesel</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 14:</p> <p>Various texts/media for independent research</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>