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Grades: 9-12	ESL-Units of Study Semester 1 English Language Arts	Unit 3
Author's Point of View & Purpose Number of Instructional days: 4 Weeks (1 Week=230 Minutes)		

Overview

Students will read a variety of speeches, historical documents and literature in order to analyze texts for point of view, irony and rhetoric. To encourage deeper analysis students will draft text based questions to guide class discussion. Students will continue to develop argumentative writing skills that focus on establishing a claim, utilizing supporting evidence, providing an effective concluding statement. In their writing, students will be responsible for using precise language and literary devices to effectively persuade a specific audience.

Students will identify literary devices and rhetorical strategies, though exposure to a variety of mediums, such as various genres of text, film, and visual art. In addition, students will compare authors' uses of these devices and strategies and analyze how these strategies effectively contribute to the author's purpose. These texts and media will serve as a model for students to implement their own rhetorical strategies and literary devices.

This unit is taught at this time of the year to reemphasize the argumentative writing skills taught in the unit before. In addition, this unit serves to introduce how rhetoric and point of view persuade an audience. Students are prepared in this unit for their own persuasive speech (Unit 6) by providing them with examples and requiring them to analyze how literary techniques are used to persuade.

As with all units aligned to the Common Core State Standards, English Learners should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when writing and speaking in discussions, students will use academically challenging vocabulary.

Reading Anchor Standard

[CCRA.R. 6 Assess how point of view or purpose shapes the content and style of a text.](#)

Writing Anchor Standard

[CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.](#)

[CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas](#)

DRAFT

and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Anchor Standard

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Language Anchor Standard

No Language anchor standard identified in this unit.

Concepts to Be Learned and Skills to Be Used

- ANALYZE a case in which grasping point of view requires distinguishing **what is directly stated in a text from what is really meant** (e.g., satire, sarcasm, irony, or understatement).
- DETERMINE an **author's point of view** or **purpose** in a text in which the rhetoric is particularly effective.
 - ANALYZE how **style and content** contribute to the power, persuasiveness, or beauty of the text.
- WRITE **arguments to support claims** in an analysis of substantive topics or texts.
 - USE **valid reasoning** and **relevant and sufficient evidence**.
 - INTRODUCE precise, knowledgeable **claim(s)**.
 - ESTABLISH the **significance** of the claim(s)
 - DISTINGUISH the claim(s) from **alternate or opposing claims**.
 - CREATE an organization that **logically sequences claim(s)**, counterclaims, reasons, and evidence.
 - DEVELOP **claim(s) and counterclaims** fairly and thoroughly, supplying the most relevant evidence for each while pointing out the **strengths and limitations of both**.
 - ANTICIPATE the **audiences** knowledge level, concerns, values, and possible biases.
 - PROVIDE a **concluding statement** or section that follows and
 - SUPPORTS the **argument** presented.
- WRITE **informative/explanatory** texts.
 - EXAMINE and CONVEY complex ideas, concepts, and information clearly and accurately **through the effective selection, organization, and analysis of content**.
 - USE **precise language, domain-specific vocabulary**, and techniques such as **metaphor, simile, and analogy** to manage the complexity of the topic.
- DRAW **evidence** from literary or informational texts to support analysis, reflection, and research.
 - APPLY *grades 11–12 Reading standards* to literature (e.g., “
 - DEMONSTRATE **knowledge** of eighteenth-, nineteenth- and early-twentieth-century **foundational works of American literature**,

DRAFT

including how two or more texts from the same period treat similar themes or topics”).

- EVALUATE a **speaker’s point of view**, reasoning, and use of evidence and rhetoric.
- ASSESS the **stance, premises, links** among ideas, word choice, points of emphasis.

Essential Questions

- *How does considering divergent perspectives contribute in developing a writer’s claim?*
- *How can we effectively support our point of view in an oral presentation?*
- *How does point of view affect the meaning of a story?*

Assessment

Task Name: [Determine an Author’s Point of View or Purpose in a Text](#)

Written Curriculum

Standards that are the **Focus** in the Unit of Study:

DRAFT

Reading Standards for Literature

Craft and Structure

[RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. \(Include Shakespeare as well as other authors.\)](#)

- RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

[RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant \(e.g., satire, sarcasm, irony, or understatement\).](#)

- RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading Standards for Informational Text

Craft and Structure

[RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.](#)

- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing Standards

Text Types and Purposes

[W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.](#)
[a. Introduce precise, knowledgeable claim\(s\), establish the significance of the claim\(s\), distinguish the claim\(s\) from alternate or opposing claims, and create an organization that logically sequences claim\(s\), counterclaims, reasons, and evidence.](#)
[b. Develop claim\(s\) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.](#)

DRAFT

e. Provide a concluding statement or section that follows from and supports the argument presented.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- This standard in grades 9-10 are identical to grade 11-12
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.9-10.2 d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Research to Build and Present Knowledge

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grades 11–12 (9-10) Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

- This standard in grades 9-10 are identical to grade 11-12

Speaking and Listening Standards

Comprehension and Collaboration

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

DRAFT

Standards that **Reinforce/Support** the Unit of Study Focus Standards:

Reading Standards for Literature

Key Ideas and Details

[RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.](#)

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.](#)

- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

[RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. \(Include Shakespeare as well as other authors.\)](#)

- RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Writing Standards

Production and Distribution of Writing

[W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. \(Grade-specific expectations for writing types are defined in standards 1–3 above.\)](#)

- This standard in grades 9-10 are identical to grade 11-12

Standards that **Recur** in the Unit of Study:

DRAFT

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

- RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing Standards

Range of Writing

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- This standard in grades 9-10 are identical to grade 11-12

DRAFT

Speaking and Listening Standards

Presentation of Knowledge and Ideas

[SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. \(See grades 11–12 \(9-10\) Language standards 1 and 3 on page 54 \[of the full ELA Common Core State Standards document\] for specific expectations.\)](#)

This standard in grades 9-10 are identical to grade 11-12

Language Standards

Vocabulary Acquisition and Use

[LA.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.](#)

- o This standard in grades 9-10 are identical to grade 11-12

Clarifying the Standards

Key =

RL	Reading Standards for Literature	W	Writing Standards
RI	Reading Standards for Informational Text	SL	Speaking & Listening Standards
RF	Foundational Skills	L	Language Standards

RL 11-12.6 In grade 10, students are expected to analyze the point of view or cultural experiences in texts written from outside the U.S. **In grade 11, this skill will be further developed to recognize points of view that distinguish between what is said and what is meant (e.g. satire, sarcasm, irony, understatement, etc.).** This skill will be addressed in further depth in grade 12.

RI 11-12.6 In grade 10, students are expected to analyze how the author's use of rhetoric advances the point of view or purpose of a text. **In grade 11, this skill will be further developed by analyzing texts in which the use of rhetoric is particularly effective, focusing on the text's persuasive or aesthetic impact.** This skill will be addressed in further depth in grade 12.

RF N/A

W 11-12.1 Students at all secondary levels are expected to write arguments that support analysis on a significant subject matter or text.
a. In grade 10, students are expected to introduce precise claims and

DRAFT

distinguish them from alternate or counterarguments. In addition, students' organization should establish clear relationships among arguments, counterarguments, reasons, and evidence. **In grade 11, this skill will be further developed by organizing arguments, counterarguments, reasons, and evidence in a logical sequence.** This skill will be addressed in further depth in grade 12.

b. In grade 10, students are expected to develop arguments and counterarguments adequately, using supporting evidence and addressing the arguments' strengths and weaknesses, while considering audience's knowledge and concerns. **In grade 11, this skill will be further developed to build upon arguments thoroughly, using the most relevant supporting evidence, while considering audience's knowledge, concerns, values, and potential biases.** This skill will be addressed in further depth in grade 12.

e. In grade 10, students are expected to develop a concluding sentence or paragraph that connects to and supports the argument presented. **In grade 11-12, this skill will be further developed through more practice.**

W 11-12.2 Students at all secondary levels are expected to write informative / explanatory texts that clearly and accurately explore complex ideas, concepts, and information through the effective selection, organization, and analysis of content.

d. In grade 10, students are expected to use precise language and domain-specific vocabulary to show understanding of a complex subject matter. **In grade 11, this skill will be further developed by using precise language, domain-specific vocabulary, techniques (e.g. metaphors, simile, and analogy) to show understanding of a complex subject matter.** This skill will be addressed in further depth in grade 12.

W 11-12.9 Students at all secondary levels are expected to support analysis, reflection, and research by pulling evidence from both literary and informational texts. **In grade 11-12, this skill will be further developed through more practice at the appropriate grade-level band.**

a. (Apply grade-specific expectations for Reading Literature in order to make effective choices in textual evidence.)

SL 11.12-3 In grade 10, students will be expected to evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric, including identifying fallacious reasoning or exaggerated/distorted evidence. **In grade 11, this skill will be further developed to assess a speaker's stance, premise, links among ideas, word choice, points of emphasis, or tone.** This skill will be addressed in further depth in grade 12.

L No standards in this unit.

**Resources:
References to Appendices A, B, and C and Other
Resources**

DRAFT

Literature and Thought Series Unit 3 Resources

We the People

Cluster 2: Comparing Points of View, pgs. 73-96

[Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms](#)

See page 23

Argument

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

See pages 24-25

the special Place of argument in the standards

While all three text types are important, the Standards put particular emphasis on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. English and education professor Gerald Graff (2003) writes that “argument literacy” is fundamental to being educated. The university is largely an “argument culture,” Graff contends; therefore, K–12 schools should “teach the conflicts” so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, only 20 percent of those who enter college are prepared in this respect. Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument

DRAFT

forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.

The unique importance of argument in college and careers is asserted eloquently by Joseph M. Williams and Lawrence McEnerney (n.d.) of the University of Chicago Writing Program. As part of their attempt to explain to new college students the major differences between good high school and college writing, Williams and McEnerney define *argument* not as “wrangling” but as “a serious and focused conversation among people who are intensely interested in getting to the bottom of things *cooperatively*”:

Those values are also an integral part of your education in college. For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form . . . which enables them to assess it and use it. You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions—usually in writing—to others who have a stake in your decisions being sound ones. In an Age of Information, what most professionals do is research, think, and make arguments. (And part of the value of doing your own thinking and writing is that it makes you much better at evaluating the thinking and writing of others.) (ch. 1)

In the process of describing the special value of argument in college- and career-ready writing, Williams and McEnerney also establish argument’s close links to research in particular and to knowledge building in general, both of which are also heavily emphasized in the Standards.

Much evidence supports the value of argument generally and its particular importance to college and career readiness. A 2009 ACT national curriculum survey of postsecondary instructors of composition, freshman English, and survey of American literature courses (ACT, Inc., 2009) found that “write to argue or persuade readers” was virtually tied with “write to convey information” as the most important type of writing needed by incoming college students. Other curriculum surveys, including those conducted by the College Board (Milewski, Johnson, Glazer, & Kubota, 2005) and the states of Virginia and Florida⁶, also found strong support for writing arguments as a key part of instruction. The 2007 writing framework for the National Assessment of Educational Progress (NAEP) (National Assessment Governing Board, 2006) assigns persuasive writing the single largest targeted allotment of assessment time at grade 12 (40 percent, versus 25 percent for narrative writing and 35 percent for informative writing). (The 2011

DRAFT

prepublication framework [National Assessment Governing Board, 2007] maintains the 40 percent figure for persuasive writing at grade 12, allotting 40 percent to writing to explain and 20 percent to writing to convey experience.) Writing arguments or writing to persuade is also an important element in standards frameworks for numerous high-performing nations.⁷

Specific skills central to writing arguments are also highly valued by postsecondary educators. A 2002 survey of instructors of freshman composition and other introductory courses across the curriculum at California's community colleges, California State University campuses, and University of California campuses (Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, 2002) found that among the most important skills expected of incoming students were articulating a clear thesis; identifying, evaluating, and using evidence to support or challenge the thesis; and considering and incorporating counterarguments into their writing. On the 2009 ACT national curriculum survey (ACT, Inc., 2009), postsecondary faculty gave high ratings to such argument-related skills as "develop ideas by using some specific reasons, details, and examples," "take and maintain a position on an issue," and "support claims with multiple and appropriate sources of evidence."

The value of effective argument extends well beyond the classroom or workplace, however. As Richard Fulkerson (1996) puts it in *Teaching the Argument in Writing*, the proper context for thinking about argument is one "in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own" (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty-first century.

⁶Unpublished data collected by Achieve, Inc.

⁷See, for example, frameworks from Finland, Hong Kong, and Singapore as well as Victoria and New South Wales in Australia

See pages 28-29

Development of Grammatical Knowledge

Grammar and usage development in children and in adults rarely follows a linear path. Native speakers and language learners often begin making new errors and seem to lose their mastery of particular grammatical structures or print conventions as they learn new, more complex grammatical structures or new usages of English, such as in college-level persuasive essays (Bardovi-Harlig, 2000; Bartholomae, 1980; DeVilliers & DeVilliers, 1973; Shaughnessy, 1979). These errors are often signs of language development as learners synthesize new grammatical and usage knowledge with their current knowledge. Thus, students will often need to return to the same grammar topic in greater complexity as they move through K–12 schooling and as they

DRAFT

increase the range and complexity of the texts and communicative contexts in which they read and write. The Standards account for the recursive, ongoing nature of grammatical knowledge in two ways. First, the Standards return to certain important language topics in higher grades at greater levels of sophistication. For instance, instruction on verbs in early elementary school (K–3) should address simple present, past, and future tenses; later instruction should extend students’ knowledge of verbs to other tenses (progressive and perfect tenses⁸ in grades 4 and 5), mood (modal auxiliaries in grade 4 and grammatical mood in grade 8) and voice (active and passive voice in grade 8). Second, the Standards identify with an asterisk (*) certain skills and understandings that students are to be introduced to in basic ways at lower grades but that are likely in need of being retaught and relearned in subsequent grades as students’ writing and speaking matures and grows more complex. (See “Progressive Language Skills in the Standards,” below.)

⁸Though progressive and perfect are more correctly *aspects* of verbs rather than *tenses*, the Standards use the more familiar notion here and throughout for the sake of accessibility

[Appendix B: Text Exemplars and Sample Performance Task](#)

Chaucer, Geoffrey. *The Canterbury Tale*, p. 140
de Cervantes, Miguel. *Don Quixote*, p. 140
Austen, Jane. *Pride and Prejudice*, p. 142
Poe, Edgar Allan. “The Cask of Amontillado.”, p.143
Brontë, Charlotte. *Jane Eyre*, p. 144
Hawthorne, Nathaniel. *The Scarlet Letter*, p. 145
Dostoevsky, Fyodor. *Crime and Punishment*, p. 146
Jewett, Sarah Orne. “A White Heron.”, p. 146
Melville, Herman. *Billy Budd, Sailor*, p. 147
Chekhov, Anton. “Home.”, p. 148
Fitzgerald, F. Scott. *The Great Gatsby*, p. 149
Faulkner, William. *As I Lay Dying*, p. 149
Hemingway, Ernest. *A Farewell to*, p. 150
Hurston, Zora Neale. *Their Eyes Were Watching God*, p. 150
Borges, Jorge Luis. “The Garden of Forking Paths.” p. 150
Bellow, Saul. *The Adventures of Augie March*, 151
Morrison, Toni. *The Bluest Eye*, p. 152
Garcia, Cristina. *Dreaming in Cuban*, p. 152
Lahiri, Jhumpa. *The Namesake*, p. 152

Shakespeare, William. *The Tragedy of Hamlet*, p. 153
Molière, Jean-Baptiste Poquelin. *Tartuffe*, p. 153
Wilde, Oscar. *The Importance of Being Earnest*, p. 154
Wilder, Thornton. *Our Town: A Play in Three Acts*, p. 156
Miller, Arthur. *Death of a Salesman*, p. 156
Hansberry, Lorraine. *A Raisin in the Sun*, p. 156
Soyinka, Wole. *Death and the King’s Horseman: A Play*, p. 157

Li Po. “A Poem of Changgan.”, p. 157

DRAFT

Donne, John. "A Valediction Forbidding Mourning." p. 157
Wheatley, Phyllis. "On Being Brought From Africa to America." p. 158
Keats, John. "Ode on a Grecian Urn." p. 158
Whitman, Walt. "Song of Myself." p. 159
Dickinson, Emily. "Because I Could Not Stop for Death." p. 160
Tagore, Rabindranath. "Song VII." p. 160
Eliot, T. S. "The Love Song of J. Alfred Prufrock." p. 160
Pound, Ezra. "The River Merchant's Wife: A Letter." p. 160
Frost, Robert. "Mending Wall." p. 161
Neruda, Pablo. "Ode to My Suit." p. 162
Bishop, Elizabeth. "Sestina." p. 162
Ortiz Cofer, Judith. "The Latin Deli: An Ars Poetica." p. 162
Dove, Rita. "Demeter's Prayer to Hades." p. 163
Collins, Billy. "Man Listening to Disc." p. 163

Paine, Thomas. *Common Sense*, p. 164
Jefferson, Thomas. *The Declaration of Independence*, p. 164
United States. The Bill of Rights (Amendments One through Ten of the United States Constitution). p. 166
Thoreau, Henry David. *Walden*, p. 167
Emerson, Ralph Waldo. "Society and Solitude." p. 167
Porter, Horace. "Lee Surrenders to Grant, April 9th, 1865." p. 168
Mencken, H. L. *The American Language, 4th Edition*, p. 169
Wright, Richard. *Black Boy*, p. 170
Hofstadter, Richard. "Abraham Lincoln and the Self-Made Myth." p. 170
Tan, Amy. "Mother Tongue." p. 170
Anaya, Rudolfo. "Take the Tortillas Out of Your Poetry." p. 171

Tocqueville, Alexis de. *Democracy in America*, p. 172
Declaration of Sentiments by the Seneca Falls Conference, p. 172
Douglass, Frederick. "What to the Slave Is the Fourth of July?: An Address Delivered in Rochester, New York, on 5 July 1852." p. 173
An American Primer. Edited by Daniel J. Boorstin, p. 175
Lagemann, Ellen Condliffe. "Education." p. 175
McPherson, James M. *What They Fought For 1861–1865*, p. 175
The American Reader: Words that Moved a Nation, 2nd Edition, p. 175
Amar, Akhil Reed. *America's Constitution: A Biography*, p. 176
McCullough, David. *1776*, p. 176
Bell, Julian. *Mirror of the World: A New History of Art*, p. 176
FedViews by the Federal Reserve Bank of San Francisco, p. 177

Emerson, R. W. "Self Reliance."
Thoreau, H. D. "Civil Disobedience"

[Appendix C: Samples of Student Writing](#)

Appendix C does not include 11th grade samples of narrative writing.

Terminology:

Key Terms

Argument

DRAFT

Explicit Instruction
Rhetoric

Challenging Concepts

Not every student realizes the amount of work and forethought authors put into crafting an argument. Direct instruction and models of effective use of rhetorical techniques (irony, sarcasm, and understatement) is often necessary to unveil the methods authors use to persuade their audience. Students should answer the question: "How does style convey meaning?" repeatedly throughout the unit and, in fact, the entire year.

Online Resources:

Classics.mit.edu/Aristotle/rhetoric

http://rda.aps.edu/RDA/Performance_Task_Bank/index.cfm

- Multicultural Resources <http://www.edchange.org/multicultural>
- <http://medialiteracyproject.org/>
- Dual Language: <http://www.dlenm.org/>
- <http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1>

WiDA: <http://www.wida.us/standards/eld.aspx>

Additional Resources

None

The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.