

Subject: ELA Grade: 10 Module 1 – Unit 2

Title: “For one does not alter history without conviction”

UNIT OVERVIEW

STAGE ONE: Identify Desired Results		
Essential Standards / Standards	CCRA.R.5 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 W.9-10.2 W.9-10.9	Long-Term Transfer Goal
		<div><div>1. Read analytically at the literal and inferential level and determine and construct arguments, claims, and evidence.</div><div>2. Read and comprehend complex literary and informational text and analyze how and why authors develop individuals, events, and ideas over the course of texts to better understand the world.</div></div> <div>Big Idea: The central idea of a text is molded by the author’s perspective, purpose, and writing choices.</div>
		Meaning
		<div>Enduring Understandings</div> <div>Students will understand that:</div> <div><div>● Close reading, annotating text, and evidence-based discussion and writing are foundational skills, practices, and routines that they will build upon and strengthen throughout the unit.</div><div>● Rich figurative language contributes to a better understanding of evolving characters and emotions in the story</div></div>

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Acquisition	
<p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> • Students will explore character interactions and motivations and how they contribute to the development of a central idea • Students will analyze how rich figurative language contributes to a better understanding of evolving characters and emotions in the story • Students will analyze character dialogue in order to make inferences about motivations and emerging themes. 	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive, evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Make claims throughout the text using specific textual evidence • Develop and incorporate domain-specific vocabulary in written and verbal responses

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i></p>	<p>Performance Task focused on Transfer:</p> <p><i>Mid-Assessment</i></p> <p><i>Students will write a multi-paragraph response to the following prompt:</i></p> <p>How does the narrator and his interactions with other characters develop a central idea in <i>The Palace Thief</i> by Ethan Canin?</p> <p><i>End of Unit Assessment</i></p> <p>Students will write a multi-paragraph response to the following prompt:</p> <p>What central idea does Canin develop in “The Palace Thief”? In your analysis consider how the narrator and his interaction with other characters develop this idea? Use three to six vocabulary words in this response.</p>
	<p>Other Assessment Evidence:</p> <ul style="list-style-type: none"> • Writing Rubrics: modified for ELA classes, paragraph and quickwrites • Teacher observation and anecdotal notes: speaking, participation

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- Student self-inventory checklists: annotation, speaking, writing
- Common Formative Assessments

STAGE THREE: Plan Learning Experiences

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	Learning Events:	Evidence of learning: (<i>formative assessment</i>)
A A A , M A A M M M A , M M M M , T T	<ol style="list-style-type: none"> 1. Introduction of Module and Lesson Agenda 2. Vocabulary introduction, practice, and application 3. Annotation and Masterful Reading 4. Evidence-based Discussion (LS Rubric) 5. Group-to-Group Discussion 6. Collaborative Brainstorm 7. Details Expansion Tool Activity 8. Analyzing Details Tool Activity 9. Analyzing Multiple Motivations Tool Activity 10. Group Text Analysis Tool 11. Fishbowl Activity 12. Actions and Assumptions Tool 13. Evidence Collection Tool 	<p>Teacher Anecdotal Notes on</p> <ul style="list-style-type: none"> ● Student Annotations ● Small/Whole Group Discussions <p>Tool Worksheets</p> <p>Quick writes</p> <p>Essay</p> <p>Rubrics:</p> <ul style="list-style-type: none"> ● Listen/Speak ● Short Response ● Text Analysis ● Essay <p>Quick Writes: (SR rubric)</p> <ul style="list-style-type: none"> ● How does the character of Hundert develop in this passage? ● How does the character of Hundert further develop through his interaction with the senator? ● How do the narrator’s actions in this passage reveal an emerging central idea of this text? ● How do the conflicting motivations of the narrator shape his actions in the passage? ● How does the narrator’s descriptive word choice further develop the characters of Sedgewick and Hundert? ● How do Hundert’s reflections develop a central idea of the text? ● How does Hundert’s reunion with his former students contribute to the development of a central idea in the text? ● How do details in the passage develop your understanding of Hundert’s conflicting motivations? ● How does the competition and its aftermath further develop a central idea in the text? ● How does the interaction between Hundert and Deepak develop your understanding of the relationship between Hundert and Bell?

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	14. Quick Writes (SR Rubric) 15. Essay	<ul style="list-style-type: none">●
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