

English I

Unit : Hope, Despair, and Memory

Duration: 38 days

- Students read informational and literary texts about morality in the face of injustice. Students understand the consequences we face when we forget and the importance of remembering and memorializing tragic events. Students then express their understanding by exploring the different ways characters and historical figures have embraced humanity and created civility as a response to injustice.

Tasks:

Cold Read Task: Literary Analysis (Explanatory)

- Text: “The Gettysburg Address”
- Task: Write a multiparagraph essay that analyzes the shift in focus that occurs in paragraph 3 of the “Gettysburg Address” and explains what Lincoln thinks is the task left to his hearers. Use evidence from the address to support your analysis. Be sure to observe the conventions of standard English.
- Standards: RI.9.1, RI.9.2, RI.9.4, RI.9.5, L.9.1, L.9.2, L.9.4, W.9.2

Culminating Task: Literary Analysis (Explanatory)

- Students write a multiparagraph essay in response to the prompt: Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation from “Hope, Despair and Memory”--“Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other”?
- Standards: RL.9.2, RL.9.1, W.9.9A, L.9.1, L.9.2

Extension Task: Research Task (Argument)

- 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, develop a series of questions for research, conduct independent research, develop a thesis based on your research, write and publish a research-based essay, and create a multimedia presentation to deliver that describes the memorial and its purpose.
- W.9.1, W.9.6, W.9.7, W.9.8, L.9.1, L.9.2

Lessons:

Informational Texts

- read and analyze selected excerpts of historical documents
- analyze language of a text using a semantic map
- analyze an author’s syntax to further understanding of how structure can convey a central idea
- analyze how the use of words and phrases develop an author’s claim
- analyze how an author develops a main idea
- write an objective summary of a historical document

Literary Texts

- determine the meaning and purpose of a speech
- analyze how a speaker uses literary and rhetorical devices to convey a central idea
- analyze how language creates mood
- analyze how nuances in word meaning affect characterization
- analyze how literature reflects society
- compare and contrast the film and short story versions of a text

Writing:

- maintain a dialectical journal as a record of interpreting a complex text
- write a timed response (comparing central ideas from diverse texts)
- draft an essay that analyzes structure of a text in relation to central idea
- conduct independent research for the extension task
- create a multimedia presentation

Speaking and Listening:

- participate in a small group discussion about themes in literary work
- engage in a rhetorical analysis of an informational text
- present a multimedia presentation
- evaluate peers’ presentations
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Texts: RI-- "Hope, Despair and Memory" by Elie Wiesel RL-- "The Lottery" by Shirley Jackson RL-- "I Have a Dream" by Martin Luther King, Jr. RL-- excerpts from <i>Antigone</i> by Sophocles RI-- excerpts from the <i>Declaration of Independence</i> media-- "The Lottery" by Aura Pictures/Shirley Jackson	

