

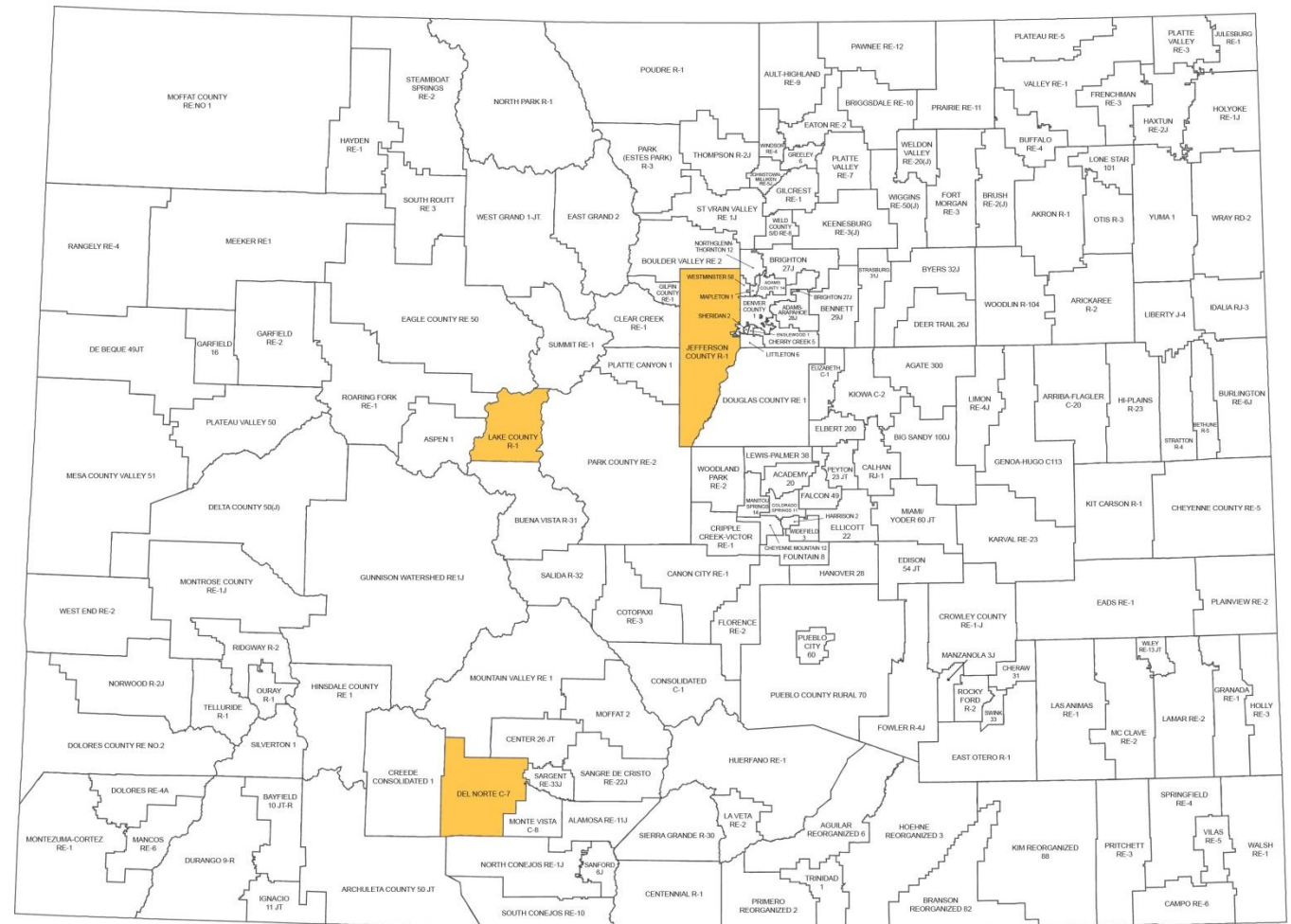
# Unit Title: Uncovering Context-Extended Evidence Outcomes

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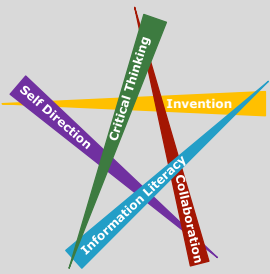

## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Reading, Writing, and Communicating- <b>Extended Evidence Outcomes</b>	<b>Grade Level</b>	9 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Oral Expression and Listening	1. Oral presentations require effective preparation strategies	RWC10-GR.9-S.1-GLE.1	
	2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention	RWC10-GR.9-S.1-GLE.2	
2. Reading for All Purposes	1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison	RWC10-GR.9-S.2-GLE.1	
	2. Increasingly complex informational texts require mature interpretation and study	RWC10-GR.9-S.2-GLE.2	
3. Writing and Composition	1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language	RWC10-GR.9-S.3-GLE.1	
	2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support	RWC10-GR.9-S.3-GLE.2	
	3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions	RWC10-GR.9-S.3-GLE.3	
4. Research and Reasoning	1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions	RWC10-GR.9-S.4-GLE.1	
	2. Effective problem-solving strategies require high-quality reasoning	RWC10-GR.9-S.4-GLE.2	
 <p><b>Colorado 21<sup>st</sup> Century Skills</b></p> <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>		<p align="center"><b>Text Complexity</b></p> 	
<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>	
Uncovering Context	4-6 weeks	3	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Uncovering Context		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Context Communication	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	RWC10-GR.9-S.1-GLE.1 RWC10-GR.9-S.1-GLE.2 RWC10-GR.9-S.2-GLE.1 RWC10-GR.9-S.2-GLE.2	RWC10-GR.9-S.3-GLE.1 RWC10-GR.9-S.3-GLE.2 RWC10-GR.9-S.3-GLE.3 RWC10-GR.9-S.4-GLE.1 RWC10-GR.9-S.4-GLE.2
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Which of the elements of context are more important for writers to consider: subject, purpose, audience, or situation?</li> <li>• Are appeals based on logic, emotion, and ethics equally effective?</li> <li>• Why have some genres existed the test of time and others haven't? Why and how are new genres developed?</li> <li>• Why are some means of communication effective and other means of communication ineffective?</li> <li>• <b>SSN: How do you know that a book is well written? Is it different for different kinds of books? How does reading or other ways of telling a story make us change our minds or how we feel?</b></li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	Rhetoric, context, perspective, point of view, rhetoric, choices, communication <b>SSN: Communication, choices, point of view, on the topic</b>	Communication, evaluate, determine importance, relevance, genre, context (purpose, subject, audience, and situation), mode (expository, narrative, persuasive, descriptive), perspective, point of view, rhetorical appeals (emotional, logical, and ethical), choices, voice, style, tone <b>SSN: kind of book ( genre), point of view, style, emotions (feelings) logical (thinking) ethical (doing the right thing), decide what is important, persuasive (convincing, changing minds)</b>	mode (expository, narrative, persuasive, descriptive), perspective, point of view, rhetorical appeal (emotional, logical, and ethical), choices , conventions, voice, style, and tone <b>SSN: Kind of writing expository (explaining something), narrative (telling something that happened), persuasive (convincing, changing minds), descriptive ( makes a picture with words that is true to life), conventions or rules of writing</b>	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The analysis of authors' intended purposes and points of view helps readers better understand the choices authors' make and the intended impact of those choices. (RWC10-GR.9-S.2-GLE.2-EO.a.b.d) and (RWC10-GR.9-S.3-2-EO.a) <b>SSN: it is important to know what the writer wanted people to believe or understand in order to decide whether they did a good job of saying what they wanted to say</b>	Who was the author's intended audience and what was he/she trying to accomplish? What specific choices did this author make around appeals, selection of details, and language? <b>SSN: Who did the author think would read this book?</b> What did the author do in his or her writing to make the people likely to read this book understand what he or she is trying to say?	Why must an author consider context as they create a text? <b>SSN: Why does the author have to think about the subject of he or she is writing about and what he or she is trying to say and who will read what they wrote and why the reader is reading it?</b>

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<p>A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact. (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.f)</p> <p>SSN: More powerful writing often combines several ways such as explaining about something, telling something that happened, convincing people to change their minds and making a picture with words that is true to life.</p>	<p>What different modes are present in the text you are reading?</p> <p>SSN: Are there parts in the text you are reading that explain things, tell how things happened, convince people to change their minds or describe things so well you can picture it and it feels real?</p>	<p>How would the use of multiple modes impact the reader?</p> <p>How do the characteristics of a genre dictate the mode and formality to be used?</p> <p>SSN: How would using lots of the different ways to write (modes) make writing more powerful?</p> <p>Why does some writing sound like you are talking to someone you know and sometimes more like a text book?</p>
<p>The choice of an appropriate genre for writing requires a close evaluation of context. (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) and (RWC10-GR.9-S.3-GLE.3-EO.b)</p> <p>SSN: People need to decide what type of writing they need to choose depending on their purpose and who will probably read it.</p>	<p>What are your audience’s beliefs, points of view, and perspectives? How do you know?</p> <p>What genre have you selected, and why did you make that decision?</p> <p>SSN: How would you know about the people likely to read something you write? Are there some types of books you like to choose and why do you like them?</p>	<p>How closely does an author need to analyze context in order to communicate effectively?</p> <p>SSN: Does an author need to really understand about the subject they are writing about who will be reading the book and why in order to do the best job they can of writing it?</p>
<p>Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience. (RWC10-GR.9-S.3-GLE.2-EO.a.vii.viii) and (RWC10-GR.9-S.4-GLE.1-EO.c)</p> <p>SSN: When the writer decides how to write something he needs to keep his audience in mind.</p>	<p>What decisions are you making about style, voice, and tone in your own writing, and why are you making those decisions?</p> <p>What is the style, voice, and tone of the text you have just read? What can you infer about the author’s choices?</p> <p>SSN: When you decide to write in a certain style, why are you deciding to do that? If an author writes like they were a certain character in that characters voice what do you think they are trying to communicate?</p>	<p>Why and how should the needs of an audience impact the choices of an author?</p> <p>How should language and word choice change based on different situation?</p> <p>SSN: When an author knows certain people are likely to want to read their work, how does that effect the way they write? Should choices of words change depending on different situations where it is likely to be read like reading in a textbook for school versus reading for fun at home?</p>
<p>Writers attend to the conventions of language in order to establish credibility and communicate effectively. (RWC10-GR.9-S.3-GLE.3-EO.a)</p> <p>SSN: Writers need to follow the rules of writing like word choice, spelling, punctuation, paragraphs, etc. for people so they can get their point across clearly.</p>	<p>What parts of this text most effectively communicate the author’s perspective?</p> <p>SSN: What parts of this text help you to understand the writers’ point of view?</p>	<p>How does using conventional language establish credibility?</p> <p>How is communication impacted by conventions and grammar?</p> <p>SSN: If you don’t follow the rules of writing, will that effect whether people understand what you wrote?</p>

<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
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### Colorado Teacher-Authored Sample Instructional Unit

- Point of view (RWC10-GR.9-S.2-GLE.2-EO.i)
- Strategies for selecting the most relevant evidence to support analysis (RWC10-GR.9-S.2-GLE.2-EO.i)
- Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective) (RWC10-GR.9-S.4-GLE.1-EO.c)
- Models and characteristics of rhetorical appeals (emotional, logical, and ethical) (RWC10-GR.9-S.3-GLE.2-EO.a.vii)
- Definition and aspects of context (purpose, subject, audience, situation) (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.vii) and (RWC10-GR.9-S.3-GLE.3-EO.b)
- Definition and aspects of mode (expository, narrative, persuasive, descriptive) (RWC10-GR.9-S.2-GLE.2-EO.f)
- Definition and aspects of genre (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv)
- The differences between purpose, mode, and genre (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.f.i) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv)
- Strategies for revision (e.g., gather feedback from peers and adults; read text aloud; reverse outlining to check for coherence, highlighting different ideas and structures) (RWC10-GR.9-S.3-GLE.2-EO.a.vi) and (RWC10-GR.9-S.3-GLE.3-EO.b)

- Determine an author’s point of view and purpose, drawing upon specific evidence as support. (RWC10-GR.9-S.2-GLE.2-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.h.i)
- **SSN: Gr. 9 Std. 2 With appropriate supports students can: I. Identify the main idea and 1 - 2 supporting details from a simple piece of adapted 9th grade Literature. II. Read and comprehend adapted 9th grade Literature**
- Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text. (RWC10-GR.9-S.2-GLE.2-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.h) and (RWC10-GR.9-S.4-GLE.1-EO.c)
- **SSN Gr. 9 Std., 2 EEO With appropriate supports students can: I. Use pictures/phrases to identify key figures described in content specific text II. Read and comprehend adapted 9th grade informational text**
- Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose. (RWC10-GR.9-S.2-GLE.2-EO.i) and (RWC10-GR.9-S.3-GLE.2-EO.a.vii)
- **SSN: Gr. 9 Std. 4 With appropriate supports students can: I. Distinguish between fact and opinion in a simple discipline specific statement Std. 3 EEO I. Identify the evidence in simple discipline specific arguments**
- Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message. (RWC10-GR.9-S.2-GLE.2-EO.f)
- Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) and (RWC10-GR.9-S.3-GLE.3-EO.b.c).
- Select the more important evidence, considering specific criteria and the context of the communication (RWC10-GR.9-S.4-GLE.1-EO.c)
- **SSN.EEO Std. 1 With appropriate supports students can: I. Gather and organize two pieces of information and participate in a presentation**
- Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view. (RWC10-GR.9-S.3-GLE.2-EO.a.vii) and (RWC10-GR.9-S.3-GLE.3-EO.b)
- **SSN Std. 1 EEO With appropriate supports students can: I. Ask an on topic question about a presentation II. Identify the topic of a presentation**
- Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected (RWC10-GR.9-S.3-GLE.2-EO.a.viii) and (RWC10-GR.9-S.3-GLE.3-EO.c)
- **SSN: GR. 9 Std. 3 EEO With appropriate supports students can: Recognize that different types of correspondence have different language conventions (text, email, letter, memo, etc.)**
- **EEO Std. 4 Gr. 9 With appropriate supports students can: 1. Produce a research report that includes the question, information from one source, and one citation**
- Select and use appropriate vocabulary, sentence structure, and sentence organization to refine the expression of voice and tone (RWC10-GR.9-S.3-GLE.1-EO.c)
- **SSN: Gr.9 Std. 3 EEO .With appropriate supports students can: I Develop two statements**

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	<p>of personal strengths and achievements.</p> <ul style="list-style-type: none"> <li>• II. Write multiple sentences to describe people, experiences or events. III. Write summary statements related to a content specific topic. SSN GR9 Std. 3 III. Use adverbs when speaking and writing</li> <li>• Revise ideas and structure in own writing and the writing of others, refining ideas and organization and ensuring that the piece communicates effectively for the given context. (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.vi) and (RWC10-GR.9-S.3-GLE.3-EO.b) and (RWC10-GR.9-S.3-GLE.3-EO.c)</li> <li>• Edit own writing to create credibility as an author and meet the readers’ expectations. (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.3-EO.b) and (RWC10-GR.9-S.3-GLE.3-EO.c)</li> <li>• SSN: GR.9 Std. 3 With appropriate supports students can: I. Edit a 3 – 5 sentence draft for capitalization, punctuation and spelling</li> </ul>
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<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>After analyzing the context of my communication, I choose to craft a piece in the _____ genre because _____.          In _____ text, I identified examples where the author used logical, emotional, and ethical appeals to attempt to convince me to adapt he/her point of view.          The purpose of a piece of writing is specific and complex; modes (such as exposition, argumentation, narration, and description) can be used together to accomplish this purpose.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>evaluating, determining importance, relevance, perspective, point of view, choices, context          SSN: deciding what is important, point of view, choices, what fits with this topic</p>
<p><b>Technical Vocabulary:</b></p>	<p>genre, mode, rhetorical appeal, formal English, voice, style, tone, conventions          SSN: type of writing (genre), persuasion or convincing someone, voice (of character), rules</p>



**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	In this 4-6 week unit, students will read an extended anchor text (e.g., <i>To Kill a Mockingbird</i> ) exploring various themes: race, gender, age, etc. As they progress through the unit, students will read a variety of texts on the issues raised. The non-fiction / informational texts range from news reports, research, and infographics to opinion pieces, murals and art work, poems, and short stories. Students will analyze this rich variety of texts so they can understand that writers use different modes, genres, and techniques to express their perspectives on given issues. Class discussions will allow students to explore how different contexts impact our perspectives and how we write about issues or themes in the world around us. The unit will culminate with students writing a multi-genre text expressing their own perspective on an issue of inequity relevant to them.. (This unit is also effective scaffolding for the unit that follows in which students will present an argument on justice.)
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<b>Considerations:</b>	<p>Because teachers may have varying degrees of access to texts written in multiple modes, the authors focused on having students produce a multi-genre text as the Performance Assessment. Students will encounter a variety of texts and respond to those texts by analyzing the context of the communication and critique the writer’s decisions in the communication. Students will study <i>To Kill a Mockingbird</i> as the anchor text for this unit because it has issues of race, gender, economic, and age themes in it. Teachers, of course, may want to choose a different anchor text (a different novel, a collection of short stories, a play, or perhaps offer literature circles for student choice of texts that explore these issues.)</p> <p>SSN: Students will need access to adapted texts listed below and the presentations or writing that they create will reflect Extended Evidence Outcomes pp 6 and 7. All EEO’s are preceded by the phrase “With appropriate supports students can” They may also need an alternate ways to communicate understanding or write. Consult SWAAAC team member, SPED teacher or related services professional for assistance with augmentative alternative communication (AAC) device and have an alternate pencil if needed. A worthwhile source of ideas for adapted equipment and software is: <a href="http://www.swaac.com/Catalog/default.asp">http://www.swaac.com/Catalog/default.asp</a> Another very useful source of adaptation ideas is : <a href="HTTP://WWW.CDE.STATE.CO.US/COEXTENDEDEO">HTTP://WWW.CDE.STATE.CO.US/COEXTENDEDEO</a> (COLORADO INSTRUCTIONAL ACCOMMODATIONS MANUAL)</p>
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**Unit Generalizations**

<b>Key Generalization:</b>	<p>A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact.</p> <p>SSN: Students will be introduced to vocabulary that defines the different modes of writing and examples of each</p>
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<b>Supporting Generalizations:</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices
	The choice of an appropriate genre for writing requires a close evaluation of context
	Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience
	Writers attend to the conventions of language in order to establish credibility and communicate effectively

**Performance Assessment: *The capstone/summative assessment for this unit.***

<p><b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</p>	A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact.
<p><b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</p>	As a community member, you have been asked to participate in a project asking teenagers to present their views and perspectives on an issue of inequity that they feel is important to address. The project is to raise awareness of others within the community. Your task is to create a multi-genre text in which you include a combination of writing that may include personal experience (memoir, observation, reportage, poetry), textual analysis, argument, infographic, and perhaps a visual

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	<p>representation. As Tom Romano describes it: “A multigenre paper arises from research, experience, and imagination. It is not an uninterrupted, expository monolog nor a seamless narrative nor a collection of poems. A multigenre paper is composed of many genres and subgenres, each piece self-contained, making a point of its own, yet connected by theme or topic and sometimes by language, images and content. In addition to many genres, a multigenre paper may also contain many voices, not just the author's. The trick is to make such a paper hang together” from <a href="#">Blending Genre, Altering Style: Writing Multigenre Papers (2000)</a> (x-xi).</p> <p>Your multi-genre text, or parts of it, may be chosen to display in local businesses, libraries, or at school sites.</p> <p><b>Role:</b> Community member  <b>Audience:</b> Community at large  <b>Format:</b> Multi-genre project  <b>Topic:</b> An issue of inequity</p>
<p><b>Product/Evidence:</b>          (Expected product from students)</p>	<p>Students will create a multi-genre text that expresses their perspective on a theme of inequity they have studied through the unit. Teachers may help guide student choice in the multi-genre pieces that come together to form the whole. Students will have their choice of the various genres: poetry, informational text, infographic, visual representation, personal narrative, argument. In addition, teachers may want to secure a place to post student work in the school and community.</p> <p><b>SSN:</b> The writing in the students product will reflect a shortened length (multiple sentences) as per the Extended Evidence and will involve researching one question a citing the source on the topic of inequity.</p>
<p><b>Differentiation:</b>          (Multiple modes for student expression)</p>	<p>Students may use technology: (prezi, powerpoint, video)</p> <p>The multi-genre facilitates many possibilities for differentiation. Students may present their and views on an issue (or issues) of inequity in the various genres:</p> <ul style="list-style-type: none"> <li>• poetry</li> <li>• informational text</li> <li>• infographic</li> <li>• visual representation</li> <li>• personal narrative</li> <li>• argument</li> <li>• <b>SSN:</b> Same as the above but may be shortened and require appropriate supports possibly including and alternate pencil. The student will include items from at least two genres (reflecting the EEO's) which would include at minimum informational text (cited) and personal narrative.</li> </ul>

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>Included in Learning Experiences</p> <p><b>SSN:</b> Tarheel reader adapted book <i>Morals</i>:  <a href="http://tarheelreader.org/#2013/03/28/good-and-evil/?&amp;_suid=143439650885808197140491542494c">http://tarheelreader.org/#2013/03/28/good-and-evil/?&amp;_suid=143439650885808197140491542494c</a></p> <p>Tarheel reader adapted book re racial inequality <i>The March on Washington</i> by Nah Hyung Kim <a href="http://tarheelreader.org/#2013/11/05/martin-luther-king-jr-and-the-">http://tarheelreader.org/#2013/11/05/martin-luther-king-jr-and-the-</a></p>	<p><i>Master Harold ... and the boys.</i> By Athol Fugard</p> <p><i>The Grapes of Wrath</i> by John Steinbeck (Lexile 680)</p> <p><i>Bury My Heart at Wounded Knee</i> by Dee Brown (Lexile 1080)</p> <p><i>The Secret Life of Bees</i> by Sue Monk Kidd (Lexile 840)</p> <p><b>SSN:</b> Tarheel reader adapted book <i>To Kill a Mockingbird</i>  <a href="http://tarheelreader.org/#2012/04/28/to-kill-a-mockingbird-">http://tarheelreader.org/#2012/04/28/to-kill-a-mockingbird-</a></p>



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<a href="http://march-on-washington/?&amp;_suid=1434393709189021706663064789217">march-on-washington/?&amp;_suid=1434393709189021706663064789217</a>	<a href="http://2/?&amp;_suid=143439670075809362222836253698">2/?&amp;_suid=143439670075809362222836253698</a> Tarheel reader adapted book <i>Scout</i> by Charna <a href="http://tarheelreader.org/#2013/03/28/scout/?&amp;_suid=1434396867227013302233459177826">http://tarheelreader.org/#2013/03/28/scout/?&amp;_suid=1434396867227013302233459177826</a> Tarheel reader adapted book <i>Dad Loved the Farm</i> by DLM about Scout's dad, Atticus Finch: <a href="http://tarheelreader.org/2014/04/11/dad-loved-the-farm-2/">http://tarheelreader.org/2014/04/11/dad-loved-the-farm-2/</a>
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**Ongoing Discipline-Specific Learning Experiences**

1.	Description:	Students will think like a reader/writer and literary critic when analyzing authors' intended purposes, points of view, and authors' decisions when crafting their pieces	Teacher Resources:	<a href="http://www.esc.edu/online-writing-center/resources/critical-reading-writing/general-reading/strategies-for-close-reading/">http://www.esc.edu/online-writing-center/resources/critical-reading-writing/general-reading/strategies-for-close-reading/</a> (strategies for close reading) <a href="http://www.maupinhouse.com/media/upload/GHR_sample.pdf">http://www.maupinhouse.com/media/upload/GHR_sample.pdf</a> (Reading to Analyze Text for Author's Craft) <a href="https://www.choiceliteracy.com/articles-detail-view.php?id=1851">https://www.choiceliteracy.com/articles-detail-view.php?id=1851</a> ( <i>Falling in Love with Close Reading</i> ) <a href="http://www.devstu.org/blogs/common-core-tip-13-close-reading-in-making-meaning/">http://www.devstu.org/blogs/common-core-tip-13-close-reading-in-making-meaning/</a> (Close Reading in Making Meaning) <a href="http://literacysolutionspd.wordpress.com/2013/07/13/media-literacy-and-close-reading/">http://literacysolutionspd.wordpress.com/2013/07/13/media-literacy-and-close-reading/</a> (Media Literacy and Close Reading) <a href="http://www.eht.k12.nj.us/~hamsond/SCOPE-090113-Nonfiction-CloseReading.pdf">http://www.eht.k12.nj.us/~hamsond/SCOPE-090113-Nonfiction-CloseReading.pdf</a> (Good example of text-dependent questions and close reading) <a href="http://www.up.edu/showimage/show.aspx?file=12087">http://www.up.edu/showimage/show.aspx?file=12087</a> ("A Beginner's Guide to Close Reading") <a href="http://fisherandfrey.com/resources/">http://fisherandfrey.com/resources/</a> (Multiple resources from Douglas Fisher and Nancy Frey: Close Reading, Text-Dependent Questions, etc.)
	Skills:	Determine an author's point of view and purpose, drawing upon specific evidence as support. Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose.	Student Resources:	SSN: Free power point defining authors purpose an <a href="https://www.teacherspayteachers.com/Product/Authors-Purpose-Practice-interactive-Powerpoint-Activity-121950">https://www.teacherspayteachers.com/Product/Authors-Purpose-Practice-interactive-Powerpoint-Activity-121950</a>
	Assessment:			Students will maintain a journal to record their responses to the various inequity issues, critique author's craft, or reflect on their learning. The format could be at teacher discretion – perhaps including dialogue journal ( <a href="http://www.adlit.org/strategies/22091/">http://www.adlit.org/strategies/22091/</a> ), two column notes ( <a href="https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf">https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf</a> ), etc. SSN: Student can work with a graphic organizer to determine the authors point of view about inequity in <i>To Kill a Mockingbird</i> after reading the adapted stories from a choice of graphic organizers free <a href="https://www.teacherspayteachers.com/Product/Authors-Point-of-View-Graphic-Organizer-981139">https://www.teacherspayteachers.com/Product/Authors-Point-of-View-Graphic-Organizer-981139</a> or low cost : <a href="https://www.teacherspayteachers.com/Product/Point-of-View-Graphic-Organizer-712284">https://www.teacherspayteachers.com/Product/Point-of-View-Graphic-Organizer-712284</a>

**Prior Knowledge and Experiences**

### Colorado Teacher-Authored Sample Instructional Unit

Students should know different modes of writing (narrative, persuasive, argument, descriptive, expository/informational), different genre of writing (e.g., for narrative: memoir, personal narrative, slice of life, biography, autobiography), and the writing process. In addition, students should have experiences with a variety of different readings including literary text, nonfiction, argument, commentary, and visual texts. *SSN: Student may need direct instruction with modified vocabulary in terms of modes genres and different types of texts or media.*

Learning Experience # 1		
The teacher may use pre-reading activities around an anchor text (e.g., <i>To Kill a Mockingbird</i> ) so that students can begin considering the themes that will be the focus of the unit.		
<b>Generalization Connection(s):</b>	Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience	
<b>Teacher Resources:</b>	<a href="http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf">http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf</a> ( <i>To Kill a Mockingbird</i> lessons) <a href="http://www.youtube.com/watch?v=uqkohqLvCII">http://www.youtube.com/watch?v=uqkohqLvCII</a> (Video SparkNotes : Harper Lee's <i>To Kill a Mockingbird</i> Summary) <i>To Kill a Mockingbird</i> Graphic Novel <a href="http://www.amazon.com/To-Kill-Mockingbird-Hodder-Graphics/dp/0340940107/ref=sr_1_2?ie=UTF8&amp;qid=1389896593&amp;sr=8-2&amp;keywords=to+kill+a+mockingbird+graphic+novel">http://www.amazon.com/To-Kill-Mockingbird-Hodder-Graphics/dp/0340940107/ref=sr_1_2?ie=UTF8&amp;qid=1389896593&amp;sr=8-2&amp;keywords=to+kill+a+mockingbird+graphic+novel</a> Teacher created note-catcher or organizer that describes examples of inequity in the book. Present before reading so students have a reference and know what to look for while reading. Video clips of scenes from <i>To Kill a Mockingbird</i>	
<b>Student Resources:</b>	<a href="http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf">http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf</a> (Use activity on page 15) <a href="http://www.youtube.com/watch?v=uqkohqLvCII">http://www.youtube.com/watch?v=uqkohqLvCII</a> (Video SparkNotes : Harper Lee's <i>To Kill a Mockingbird</i> Summary) <i>To Kill a Mockingbird</i> Graphic Novel <a href="http://www.amazon.com/To-Kill-Mockingbird-Hodder-Graphics/dp/0340940107/ref=sr_1_2?ie=UTF8&amp;qid=1389896593&amp;sr=8-2&amp;keywords=to+kill+a+mockingbird+graphic+novel">http://www.amazon.com/To-Kill-Mockingbird-Hodder-Graphics/dp/0340940107/ref=sr_1_2?ie=UTF8&amp;qid=1389896593&amp;sr=8-2&amp;keywords=to+kill+a+mockingbird+graphic+novel</a> Teacher created note-catcher or organizer that describes examples of inequity in the book. Present before reading so students have a reference and know what to look for while reading. Video clips of scenes from <i>To Kill a Mockingbird</i> <i>SSN; You tube Video Spark Notes above and use a graphic organizer on theme to note examples of inequity:</i> <a href="https://www.teacherspayteachers.com/Product/Theme-Analysis-Graphic-Organizer-1064058">https://www.teacherspayteachers.com/Product/Theme-Analysis-Graphic-Organizer-1064058</a> <i>SSN: Graphic organizer (free) for taking notes on examples of inequity:</i> <a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a>	
<b>Assessment:</b>	Students will complete an exit slip exploring the following question: What is a common theme that you have found in the questions from the activity? Make a prediction as to how this theme will be present in the novel. <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form)	
<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	<p>SSN: You tube Video Spark Notes  <a href="http://www.youtube.com/watch?v=uqkohgLvCII">http://www.youtube.com/watch?v=uqkohgLvCII</a> (Video Spark Notes : Harper Lee’s <i>To Kill a Mockingbird</i> Summary)                      Read or have computer read aloud if needed adapted To Kill a Mockingbird <a href="http://tarheelreader.org/2012/04/28/to-kill-a-mockingbird-2/">http://tarheelreader.org/2012/04/28/to-kill-a-mockingbird-2/</a></p>	<p>SSN: With necessary supports have student fill out the inexpensive theme graphic organizer  <a href="https://www.teacherspayteachers.com/Product/Theme-Analysis-Graphic-Organizer-1064058">https://www.teacherspayteachers.com/Product/Theme-Analysis-Graphic-Organizer-1064058</a> or use Graphic organizer (free) for taking notes on examples of inequity:  <a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> based on the book and Video Spark Notes:</p>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may ask students to brainstorm other pieces of literature in which themes of inequity are present	Students may their exit ticket to identify other pieces of literature with similar themes
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>SSN: Free download of poster defining rhetorical appeals for student notebook:  <a href="https://www.teacherspayteachers.com/Product/Aristotles-Rhetorical-Appeals-Close-Reading-Strategy-Kinesthetic-Learning-1844770">https://www.teacherspayteachers.com/Product/Aristotles-Rhetorical-Appeals-Close-Reading-Strategy-Kinesthetic-Learning-1844770</a></li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Select the more important evidence, considering specific criteria and the context of the communication</li> <li>Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> </ul>	
<b>Critical Language:</b>	Rhetorical appeal, relevance, context, choices, point of view, voice, determine importance, theme SSN: Rhetoric (trying to convince by feelings, thinking and ethics or what is right), theme or lesson, inequity	

<b>Learning Experience # 2</b>	
The teacher may bring in videos, news reports/articles, political cartoons, etc. representing competing/conflicting perspectives on a current topic so that students can discuss issues of inequity raised in today’s cultural /social climate. [ <i>Understanding text, Responding to text</i> ]	
<b>Generalization Connection(s):</b>	The analysis of author’s intended purpose and points of view helps readers better understand the choices authors make and the intended impact of those choices
<b>Teacher Resources:</b>	<p><a href="http://www.youtube.com/watch?v=ngCHXiK_ZuY">http://www.youtube.com/watch?v=ngCHXiK_ZuY</a> (ABC News Nightline broadcast on Trayvon Martin)  <a href="http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html">http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html</a> (CNN “Fast Facts” about Trayvon Martin. Includes timeline)  <a href="http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/">http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/</a> (CBS Broadcast on race following Trayvon Martin)  <a href="http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/">http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/</a> (CBS broadcast on why Trayvon Martin case is important)  <a href="http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html">http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html</a> (Leonard Pitts, Jr., commentary on Trayvon Martin)  <a href="http://www.intoon.com/cartoons.cfm/id/124261">http://www.intoon.com/cartoons.cfm/id/124261</a> (Editorial cartoon on race and the Trayvon Martin killing)  <a href="http://tinyurl.com/k2j32q4">http://tinyurl.com/k2j32q4</a> (Variety of editorial cartoons on Trayvon Martin)</p>

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<p><b>Student Resources:</b></p>	<p><a href="http://www.youtube.com/watch?v=ngCHXiK_ZuY">http://www.youtube.com/watch?v=ngCHXiK_ZuY</a> (ABC News Nightline broadcast on Trayvon Martin)  <a href="http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html">http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html</a> (CNN “Fast Facts” about Trayvon Martin. Includes timeline)  <a href="http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/">http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/</a> (CBS Broadcast on race following Trayvon Martin)  <a href="http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/">http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/</a> (CBS broadcast on why Trayvon Martin case is important)  <a href="http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html">http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html</a> (Leonard Pitts, Jr., commentary on Trayvon Martin)  <a href="http://www.intoon.com/cartoons.cfm/id/124261">http://www.intoon.com/cartoons.cfm/id/124261</a> (Editorial cartoon on race and the Trayvon Martin killing)  <a href="http://tinyurl.com/k2j32q4">http://tinyurl.com/k2j32q4</a> (Variety of editorial cartoons on Trayvon Martin)  SSN All resources above</p>	
<p><b>Assessment:</b></p>	<p>Students will complete a graphic organizer to capture evidence and be able to compare and contrast the different perspectives on the issue. <a href="http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf">http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf</a> (Double bubble thinking map)  SSN: Student will complete with support as needed a selection from this inexpensive packet of graphic organizers on point of view: <a href="https://www.teacherspayteachers.com/Product/Compare-and-Contrast-Evidence-Graphic-Organizers-931608">https://www.teacherspayteachers.com/Product/Compare-and-Contrast-Evidence-Graphic-Organizers-931608</a></p>	
<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <p>Teacher may provide a completed exemplar graphic organizer on one of the texts to use as a model</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may complete graphic organizers individually or with partners</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <p>SSN: All resources above</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may use their compare and contrast graphic organizer to critique the effectiveness of the author’s choices and/or find flaws in the argument presented  SSN: Student will complete with support as needed a selection from this inexpensive packet of graphic organizers on point of view: <a href="https://www.teacherspayteachers.com/Product/Compare-and-Contrast-Evidence-Graphic-Organizers-931608">https://www.teacherspayteachers.com/Product/Compare-and-Contrast-Evidence-Graphic-Organizers-931608</a>  Student will identify evidence for a particular point of view and source</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> </ul>	
<p><b>Key Skills:</b></p>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for</li> </ul>	

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	<p>comprehending a text</p> <ul style="list-style-type: none"> <li>Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> </ul>
<b>Critical Language:</b>	<p>Perspective, genre, evaluating, point of view, choices, relevance, determining importance, analyze, inequity, rhetoric, textuality</p> <p>SSN: <a href="#">Perspective ( point of view)</a>, <a href="#">evidence</a>, <a href="#">inequity</a>, <a href="#">choices</a></p>

**Learning Experience # 3**

The teacher may use videos, news reports/articles, political cartoons, etc. on a current topic to more deeply explore the issues raised by journalists and to begin analyzing authors' use of rhetorical appeals. [*Understanding text, Responding to text, Critiquing text*]

<b>Generalization Connection(s):</b>	<p>The analysis of authors' intended purpose and points of view helps readers better understand the choices authors make and the intended impact of those choices</p>
<b>Teacher Resources:</b>	<p><a href="http://www.youtube.com/watch?v=ngCHXiK_ZuY">http://www.youtube.com/watch?v=ngCHXiK_ZuY</a> (ABC News Nightline broadcast on Trayvon Martin)</p> <p><a href="http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html">http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html</a> (CNN "Fast Facts" about Trayvon Martin. Includes timeline)</p> <p><a href="http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/">http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/</a> (CBS Broadcast on race following Trayvon Martin)</p> <p><a href="http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/">http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/</a> (CBS broadcast on why Trayvon Martin case is important)</p> <p><a href="http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html">http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html</a> (Leonard Pitts, Jr., commentary on Trayvon Martin)</p> <p><a href="http://www.intoon.com/cartoons.cfm/id/124261">http://www.intoon.com/cartoons.cfm/id/124261</a> (Editorial cartoon on race and the Trayvon Martin killing)</p> <p><a href="http://tinyurl.com/k2j32q4">http://tinyurl.com/k2j32q4</a> (Variety of editorial cartoons on Trayvon Martin)</p>
<b>Student Resources:</b>	<p><a href="http://www.youtube.com/watch?v=ngCHXiK_ZuY">http://www.youtube.com/watch?v=ngCHXiK_ZuY</a> (ABC News Nightline broadcast on Trayvon Martin)</p> <p><a href="http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html">http://www.cnn.com/2013/06/05/us/trayvon-martin-shooting-fast-facts/index.html</a> (CNN "Fast Facts" about Trayvon Martin. Includes timeline)</p> <p><a href="http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/">http://www.cbsnews.com/videos/race-still-factor-in-perception-of-justice/</a> (CBS Broadcast on race following Trayvon Martin)</p> <p><a href="http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/">http://www.cbsnews.com/videos/why-is-the-trayvon-martin-case-important/</a> (CBS broadcast on why Trayvon Martin case is important)</p> <p><a href="http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html">http://www.miamiherald.com/2013/07/23/3516997/trayvon-martins-death-cuts-deeply.html</a> (Leonard Pitts, Jr., commentary on Trayvon Martin)</p> <p><a href="http://www.intoon.com/cartoons.cfm/id/124261">http://www.intoon.com/cartoons.cfm/id/124261</a> (Editorial cartoon on race and the Trayvon Martin killing)</p> <p><a href="http://tinyurl.com/k2j32q4">http://tinyurl.com/k2j32q4</a> (Variety of editorial cartoons on Trayvon Martin)</p> <p>SSN: <a href="#">Resources above</a></p>
<b>Assessment:</b>	<p>Students will begin their response journal with a double-entry format in which they choose quotes from the texts studied and identify rhetorical devices or other authorial decisions and then analyze those elements from the text. Their response is answering the question: "What is the writer doing here?"</p> <p>SSN: <a href="#">With appropriate support the student will fill out a graphic organizer with examples of appeals to emotion, appeals to thinking</a></p>

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	<p>and appeals to ethics based on the editorial cartoons and one other resource above and using this free graphic organizer: :                  Student will complete with support as needed a selection from this free graphic organizer on rhetorical appeals:  <a href="https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-1293241">https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-1293241</a></p>	
<p><b>Differentiation:</b>                  (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p><a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)                  SSN: Student will use the resources above with support to find and identify at least one instance of each type of the use of rhetorical appeals (feelings, thinking or what is right) with supports</p>	<p>Students may work with partner or small groups for completion of journal entries                  SSN: Student will complete with support as needed a selection from this free graphic organizers on rhetorical appeals.:  <a href="https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-1293241">https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-1293241</a></p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p>N/A</p>	<p>Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> <li>• Point of view</li> </ul>	
<p><b>Key Skills:</b></p>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> </ul>	
<p><b>Critical Language:</b></p>	<p>Perspective, genre, evaluating, point of view, choices, relevance, determining importance, analyze, context, mode, rhetoric rhetorical appeal, ethos, pathos, logos, racism SSN: Perspective, appeals to feeling, thinking, doing the right thing, rhetoric, racism</p>	

**Learning Experience # 4**

The teacher may use a variety of media resources (You Tube videos, infographics, etc.) on a current economic issue so that students can begin to consider their personal perspectives and examine authors’ rhetorical appeals. [*Understanding text,*



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<i>Responding to text, Critiquing text]</i>		
<b>Generalization Connection(s):</b>	The analysis of authors' intended purposes and points of view helps readers better understand the choices authors' make and the intended impact of those choices	
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=LIYojsi3Zqw">http://www.youtube.com/watch?v=LIYojsi3Zqw</a> (Video on wealth distribution in America) <a href="http://sociallyurban.com/wp-content/uploads/2013/06/income-inequity-infographic-workers-middle-class-and-ceos-get-compared.jpg">http://sociallyurban.com/wp-content/uploads/2013/06/income-inequity-infographic-workers-middle-class-and-ceos-get-compared.jpg</a> (Infographic on wealth distribution) <a href="http://big.assets.huffingtonpost.com/2013_07_LifeExpectancy.png">http://big.assets.huffingtonpost.com/2013_07_LifeExpectancy.png</a> (Infographic on life expectancy and wealth/poverty) <a href="http://s1.ibtimes.com/sites/www.ibtimes.com/files/styles/v2_article_large/public/2013/12/10/increase-income-gap-1992-2012-age-demographic-bankrate.png">http://s1.ibtimes.com/sites/www.ibtimes.com/files/styles/v2_article_large/public/2013/12/10/increase-income-gap-1992-2012-age-demographic-bankrate.png</a> (Graph showing income gap by age groups)	
<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=LIYojsi3Zqw">http://www.youtube.com/watch?v=LIYojsi3Zqw</a> (Video on wealth distribution in America) <a href="http://sociallyurban.com/wp-content/uploads/2013/06/income-inequity-infographic-workers-middle-class-and-ceos-get-compared.jpg">http://sociallyurban.com/wp-content/uploads/2013/06/income-inequity-infographic-workers-middle-class-and-ceos-get-compared.jpg</a> (Infographic on wealth distribution) <a href="http://big.assets.huffingtonpost.com/2013_07_LifeExpectancy.png">http://big.assets.huffingtonpost.com/2013_07_LifeExpectancy.png</a> (Infographic on life expectancy and wealth/poverty) <a href="http://s1.ibtimes.com/sites/www.ibtimes.com/files/styles/v2_article_large/public/2013/12/10/increase-income-gap-1992-2012-age-demographic-bankrate.png">http://s1.ibtimes.com/sites/www.ibtimes.com/files/styles/v2_article_large/public/2013/12/10/increase-income-gap-1992-2012-age-demographic-bankrate.png</a> (Graph showing income gap by age groups) SSN: <a href="https://www.youtube.com/watch?v=ik1y4ZNSjek">Income inequality video https://www.youtube.com/watch?v=ik1y4ZNSjek</a>	
<b>Assessment:</b>	Students will complete a graphic organizer in which they identify the author's purpose and use of rhetorical strategies in the text. <a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf</a> (College Board "SOAPStone" graphic organizer) <a href="http://school.judsonisd.org/webpages/pussery/files/soapstone%20reading%20strategy.pdf">http://school.judsonisd.org/webpages/pussery/files/soapstone%20reading%20strategy.pdf</a> (College Board "SOAPStone" graphic organizer) <a href="http://tinyurl.com/kp56quc">http://tinyurl.com/kp56quc</a> (scroll down for SOAP graphic organizer) SSN: <a href="https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-129324">Teacher may provide support as needed for student to complete free graphic organizer using above resources and Teacher may provide support as needed for student: https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-129324</a>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may provide pre-populated, partially completed graphic organizer – giving students the quotes from the work  SSN: <a href="https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-129324">Teacher may partially complete this free graphic organizer on rhetorical appeals based on the resources above prior to the student viewing them. https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-129324</a>	Students may complete the graphic organizer by analyzing the quotes identified by the teacher  SSN: <a href="https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-129324">Teacher may provide support as needed for student finding and citing examples of each type of rhetorical device on this graphic organizer: https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-129324</a>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

**Colorado Teacher-Authored Sample Instructional Unit**

	N/A	Students may produce an infographic with data from the texts that represents their perspective and interpretation on a point they want to emphasize
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, economic inequity, wealth, income, minimum wage, CEO, classism, textuality <b>SSN: income, wealth, poverty, inequality, authors purpose, infographic</b>	

<b>Learning Experience # 5</b>		
The teacher may bring in literary resources (poems, short stories, etc.) centered around economic themes so that students can examine their personal perspectives and analyze authors’ rhetorical appeals. [ <i>Understanding text, Responding to text</i> ]		
<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices.	
<b>Teacher Resources:</b>	<a href="http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/marigolds%20p1.htm">http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/marigolds%20p1.htm</a> (Short story called “Marigolds” that addresses economic inequalities) <a href="http://www.4shared.com/mp3/YOv5bm2-/A_Century_of_Recorded_Poetry_V.html">http://www.4shared.com/mp3/YOv5bm2-/A_Century_of_Recorded_Poetry_V.html</a> <a href="http://www.poetryfoundation.org/poem/238130">http://www.poetryfoundation.org/poem/238130</a> (Walt Whitman poem called “America”) <a href="http://www.poetryfoundation.org/poem/173957">http://www.poetryfoundation.org/poem/173957</a> (Claude McKay poem called “America”) <a href="http://www.poetryfoundation.org/poem/238160">http://www.poetryfoundation.org/poem/238160</a> (William Waring Cuney poem called “Hard-Time Blues”)	
<b>Student Resources:</b>	<a href="http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/marigolds%20p1.htm">http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/marigolds%20p1.htm</a> (Short story called “Marigolds” that addresses economic inequalities) <a href="http://www.4shared.com/mp3/YOv5bm2-/A_Century_of_Recorded_Poetry_V.html">http://www.4shared.com/mp3/YOv5bm2-/A_Century_of_Recorded_Poetry_V.html</a> <a href="http://www.poetryfoundation.org/poem/238130">http://www.poetryfoundation.org/poem/238130</a> (Walt Whitman poem called “America”) <a href="http://www.poetryfoundation.org/poem/173957">http://www.poetryfoundation.org/poem/173957</a> (Claude McKay poem called “America”)	

**Colorado Teacher-Authored Sample Instructional Unit**

	<a href="http://www.poetryfoundation.org/poem/238160">http://www.poetryfoundation.org/poem/238160</a> (William Waring Cuney poem called “Hard-Time Blues”): SSN: Free graphic organizer on main idea and evidence: <a href="https://www.teacherspayteachers.com/FreeDownload/Main-Idea-with-Text-Evidence-Graphic-Oraganizers-1354025">https://www.teacherspayteachers.com/FreeDownload/Main-Idea-with-Text-Evidence-Graphic-Oraganizers-1354025</a>	
<b>Assessment:</b>	Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. The first response will be to identify the author’s rhetorical devices used in the text. The second response is for students to examine their own perspective on the inequity issue. SSN: Student will fill out the graphic organizer on text evidence below showing evidence of poverty in the poem Hard Times Blues cited above.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices): SSN: Teacher will assist Student with reading poem below will focus on identifying main idea and evidence of Hard Times <a href="http://www.poetryfoundation.org/poem/238160">http://www.poetryfoundation.org/poem/238160</a> (William Waring Cuney poem called “Hard-Time Blues”)	Students may work with partner or small groups for completion of journal entries SSN: Student will fill out this free graphic organizer based on the poem Hard Times Blues <a href="https://www.teacherspayteachers.com/FreeDownload/Main-Idea-with-Text-Evidence-Graphic-Oraganizers-1354025">https://www.teacherspayteachers.com/FreeDownload/Main-Idea-with-Text-Evidence-Graphic-Oraganizers-1354025</a>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> <li>• Definition and aspects of genre</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, economic inequity, classism, textuality SSN: evidence, inequity poverty, authors purpose, appeals to feelings, genre	

**Learning Experience # 6**

**Colorado Teacher-Authored Sample Instructional Unit**

<p>The teacher may utilize small group discussion formats (e.g., literature circles) so that students can explore collaboratively the socio-economic themes raised/ implied in an anchor text (e.g., <i>To Kill a Mockingbird</i>) and connect those themes with discussions of current issues. [<i>Understanding text, Responding to text</i>]</p>		
<b>Generalization Connection(s):</b>	<p>The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices                  The choice of an appropriate genre for writing requires a close evaluation of context                  Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience</p>	
<b>Teacher Resources:</b>	<p><a href="http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf">http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf</a> (Description of implementing literature circles)</p>	
<b>Student Resources:</b>	<p>Reading journals, notes for Literature Circles                  SSN; You tube Video Spark Notes <a href="http://www.youtube.com/watch?v=uqkohqLvCII">http://www.youtube.com/watch?v=uqkohqLvCII</a> (Video Spark Notes : Harper Lee’s <i>To Kill a Mockingbird</i> Summary)                  Read or have computer read aloud if needed adapted <i>To Kill a Mockingbird</i> <a href="http://tarheelreader.org/2012/04/28/to-kill-a-mockingbird-2/">http://tarheelreader.org/2012/04/28/to-kill-a-mockingbird-2/</a>.                  Summarizing graphic organizer: <a href="http://freeology.com/wp-content/files/summarizing.pdf">http://freeology.com/wp-content/files/summarizing.pdf</a></p>	
<b>Assessment:</b>	<p>Student will complete their Literature Circle role sheet for their discussion preparation.  <a href="http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf">http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf</a> ( Literature circle role sheets/templates)                  Students will explain the connections between the anchor text (e.g., <i>To Kill a Mockingbird</i>), the poems, short story, video, and info graphic discussed from previous Learning Experiences. <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form)</p>	
<p><b>Differentiation:</b>                  (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <p><a href="http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf">http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf</a> (Scaffolded exit tickets)                  Teachers may partner students with a peer to complete role sheets                  Teachers may provide exemplar Literature Circle role sheets                  Teachers may model literature circle group discussion in a “fish bowl” activity, choosing strong students to model group roles                  SSN: Student will participate in the Summarizer Role Sheet (p. 1) in literacy circle with peers and review, summarize with support the main points of <i>To Kill a Mockingbird</i>. Students may need to review with resources listed above.</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may complete role sheet with a partner or small group.                  Responsibility for role is shared within group.                  Students may complete scaffolded exit slip                  SSN: Using the following free graphic organizer as a guide, the student will summarize the main points of <i>To Kill a Mockingbird</i> in three to five short sentences. <a href="http://freeology.com/wp-content/files/summarizing.pdf">http://freeology.com/wp-content/files/summarizing.pdf</a></p>
	<p><b>Access</b> (Resources and/or Process)</p> <p>N/A</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>N/A</p>
<b>Extensions for depth and complexity:</b>	<p><b>Access</b> (Resources and/or Process)</p> <p>N/A</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>N/A</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Point of view</li> </ul>	

**Colorado Teacher-Authored Sample Instructional Unit**

	<ul style="list-style-type: none"> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• The differences between purpose, mode, and genre</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication</li> <li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> <li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected</li> </ul>
<b>Critical Language:</b>	Evaluating, determining importance, relevance, analyze, rhetorical appeal, voice, context, economic inequity, classism SSN; summarize, point of view, authors purpose, racism, inequity

<b>Learning Experience # 7</b>	
The teacher may bring in literary resources (poems, short stories, etc.) on racial themes so that students can examine their personal perspectives and analyze authors’ rhetorical appeals. [ <i>Understanding text, Responding to text, Critiquing text</i> ]	
<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices
<b>Teacher Resources:</b>	<a href="http://www.childrensdefense.org/child-research-data-publications/data/a-portrait-of-inequity-2012.pdf">http://www.childrensdefense.org/child-research-data-publications/data/a-portrait-of-inequity-2012.pdf</a> (Children’s Defense Fund Research on Hispanic children in America) <a href="http://www.teenink.com/opinion/discrimination/article/288138/Racism-and-Discrimination/">http://www.teenink.com/opinion/discrimination/article/288138/Racism-and-Discrimination/</a> (Teen Ink article on racism and discrimination) <a href="http://new.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice">http://new.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice</a> (TED Talk on racial inequity and the power of identity) <a href="http://www.readwritethink.org/professional-development/strategy-guides/using-jigsaw-cooperative-learning-30599.html">http://www.readwritethink.org/professional-development/strategy-guides/using-jigsaw-cooperative-learning-30599.html</a> (Jigsaw strategy explained)
<b>Student Resources:</b>	<a href="http://www.childrensdefense.org/child-research-data-publications/data/a-portrait-of-inequity-2012.pdf">http://www.childrensdefense.org/child-research-data-publications/data/a-portrait-of-inequity-2012.pdf</a> (Children’s Defense Fund Research on Hispanic children in America) <a href="http://new.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice">http://new.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice</a> (TED Talk on racial inequity and the power of identity)

**Colorado Teacher-Authored Sample Instructional Unit**

	<p>SSN: TED talk by Bryan Stevenson above:                  SSN: <a href="http://freeology.com/reading/big-idea-story-organizer/">http://freeology.com/reading/big-idea-story-organizer/</a></p>	
<b>Assessment:</b>	<p>Students will complete a graphic organizer in which they identify the author’s purpose and use of rhetorical strategies in the text.  <a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf</a> (College Board “SOAPStone” graphic organizer)  <a href="http://school.judsonisd.org/webpages/pussery/files/soapstone%20reading%20strategy.pdf">http://school.judsonisd.org/webpages/pussery/files/soapstone%20reading%20strategy.pdf</a> (College Board “SOAPStone” graphic organizer)  <a href="http://tinyurl.com/kp56guc">http://tinyurl.com/kp56guc</a> (scroll down for SOAP graphic organizer)                  SSN: Student will identify the topic of the presentation and either ask two questions on that topic or identify two points the speaker made on that topic either verbally or in two short sentences using an alternate pencil as needed.</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p>Teachers may provide pre-populated, partially completed graphic organizer – giving students the quotes from the work                  SSN: Student listens to Bryan Stevenson TED talk from resources above. Consider use of Big idea graphic organizer as note taker <a href="http://freeology.com/reading/big-idea-story-organizer/">http://freeology.com/reading/big-idea-story-organizer/</a> Identify main idea and at least two details.</p>	<p>Students may complete the graphic organizer by analyzing the quotes identified by the teacher:                  SSN: Student will identify the topic of the presentation and either ask two questions on that topic or identify two points the speaker made on that topic either verbally or in two short sentences using an alternate pencil as needed.</p>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may produce an infographic or other visual representation with data from the texts that represents their perspective and interpretation on a point they want to emphasize
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, racial inequity, racism, textuality	



**Colorado Teacher-Authored Sample Instructional Unit**

	SSN: Main idea, details, topic point of view, injustice, purpose, voice
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**Learning Experience # 8**

The teacher may examine current and historical song lyrics on racial themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [*Understanding text, Responding to text, Critiquing text*]

<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices
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<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=JJ-fCLj1as">http://www.youtube.com/watch?v=JJ-fCLj1as</a> (Flobots) <a href="http://www.edchange.org/multicultural/arts/race_songs.html">http://www.edchange.org/multicultural/arts/race_songs.html</a> (Songs about racism / discrimination) <a href="http://www.songfacts.com/category-songs_about_racism_or_discrimination.php">http://www.songfacts.com/category-songs_about_racism_or_discrimination.php</a> (Songs about racism / discrimination) <a href="http://www.youtube.com/watch?v=m2zKdlcOV5s">http://www.youtube.com/watch?v=m2zKdlcOV5s</a> (Gil Scot-Heron “Winter in America”) <a href="http://www.youtube.com/watch?v=rGaRtqrIGy8">http://www.youtube.com/watch?v=rGaRtqrIGy8</a> (Gil Scot-Heron “The Revolution Will Not be Televised”) <a href="http://www.youtube.com/watch?v=8Paoly7PHwk">http://www.youtube.com/watch?v=8Paoly7PHwk</a> (Public Enemy “Fight the Power”)
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<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=JJ-fCLj1as">http://www.youtube.com/watch?v=JJ-fCLj1as</a> (Flobots) <a href="http://www.edchange.org/multicultural/arts/race_songs.html">http://www.edchange.org/multicultural/arts/race_songs.html</a> (Songs about racism / discrimination): SSN: Teacher reads aloud if needed to student Fats Wallers Black and Blue <a href="http://www.songfacts.com/category-songs_about_racism_or_discrimination.php">http://www.songfacts.com/category-songs_about_racism_or_discrimination.php</a> (Songs about racism / discrimination) SSN: Play video of Sam Cooke’s A Chang is Gonna Come from above resource <a href="http://www.youtube.com/watch?v=m2zKdlcOV5s">http://www.youtube.com/watch?v=m2zKdlcOV5s</a> (Gil Scot-Heron “Winter in America”) <a href="http://www.youtube.com/watch?v=rGaRtqrIGy8">http://www.youtube.com/watch?v=rGaRtqrIGy8</a> (Gil Scot-Heron “The Revolution Will Not be Televised”) <a href="http://www.youtube.com/watch?v=8Paoly7PHwk">http://www.youtube.com/watch?v=8Paoly7PHwk</a> (Public Enemy “Fight the Power”): SSN: <a href="http://www.edchange.org/multicultural/arts/race_songs.html">http://www.edchange.org/multicultural/arts/race_songs.html</a> (Songs about racism / discrimination): SSN: Teacher reads aloud if needed to student Fats Wallers Black and Blue <a href="http://www.songfacts.com/category-songs_about_racism_or_discrimination.php">http://www.songfacts.com/category-songs_about_racism_or_discrimination.php</a> (Songs about racism / discrimination) SSN: Play video of Sam Cooke’s A Change is Gonna Come from above resource SSN: Inexpensive power point on Authors Purpose: <a href="https://www.teacherspayteachers.com/Product/Authors-Purpose-PowerPoint-860823">https://www.teacherspayteachers.com/Product/Authors-Purpose-PowerPoint-860823</a> SSN: Free graphic organizer Authors Purpose flap book: <a href="https://www.teacherspayteachers.com/Product/Authors-Purpose-Flap-Book-361759">https://www.teacherspayteachers.com/Product/Authors-Purpose-Flap-Book-361759</a>
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<b>Assessment:</b>	Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. The first response will be to identify the author’s rhetorical devices used in the text. The second response is for students to examine their own perspective on the inequity issue. SSN: Teacher may provide support as needed for student finding and citing examples of each type of rhetorical device on this graphic organizer: <a href="https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-1293241">https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-1293241</a>
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<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
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<p>(Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)</p> <p>SSN: Use SSN student resources above and assist student as needed in filling out free graphic organizer on authors purpose either the song or poem and identify how the author tries to convince people (feelings, facts and thinking or doing what is right , ethics.</p>	<p>Students may work with partner or small groups for completion of journal entries</p> <p>SSN: Teacher may provide support as needed for student finding and citing examples of each type of rhetorical device on this graphic organizer:  <a href="https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-1293241">https://www.teacherspayteachers.com/Product/Rhetorical-Appeals-Graphic-Organizer-1293241</a></p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <p>N/A</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<p><b>Key Skills:</b></p>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> </ul>	
<p><b>Critical Language:</b></p>	<p>Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, racial inequity, racism, textuality</p> <p>SSN: Inequity, voice, purpose, convince, persuade, inform entertain, ethos or ethics (doing what is right) logos or thinking (what makes sense) and pathos or feeling – (how it makes me feel)</p>	

<p><b>Learning Experience # 9</b></p>	
<p>The teacher may use visual representations (murals, etc.) centered around racial themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [<i>Understanding text, Responding to text, Critiquing text</i>]</p>	
<p><b>Generalization Connection(s):</b></p>	<p>The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the</p>

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	intended impact of those choices	
<b>Teacher Resources:</b>	<a href="http://erigfelix.wordpress.com/2013/07/15/discovering-southern-californias-murals/">http://erigfelix.wordpress.com/2013/07/15/discovering-southern-californias-murals/</a> (Murals from Southern California’s Hispanic communities) <a href="http://www.chicanoparksandiego.com/murals/index.html">http://www.chicanoparksandiego.com/murals/index.html</a> (Murals from Southern California’s Hispanic communities) <a href="http://www.sohosandiego.org/reflections/2011/chicanopark.htm">http://www.sohosandiego.org/reflections/2011/chicanopark.htm</a> (Murals from Southern California’s Hispanic communities) <a href="http://tinyurl.com/m66murr">http://tinyurl.com/m66murr</a> (Diego Rivera murals)	
<b>Student Resources:</b>	<a href="http://erigfelix.wordpress.com/2013/07/15/discovering-southern-californias-murals/">http://erigfelix.wordpress.com/2013/07/15/discovering-southern-californias-murals/</a> (Murals from Southern California’s Hispanic communities) <a href="http://www.chicanoparksandiego.com/murals/index.html">http://www.chicanoparksandiego.com/murals/index.html</a> (Murals from Southern California’s Hispanic communities) <a href="http://www.sohosandiego.org/reflections/2011/chicanopark.htm">http://www.sohosandiego.org/reflections/2011/chicanopark.htm</a> (Murals from Southern California’s Hispanic communities) <a href="http://tinyurl.com/m66murr">http://tinyurl.com/m66murr</a> (Diego Rivera murals) SSN: Free graphic organizer Authors Purpose flap book: <a href="https://www.teacherspayteachers.com/Product/Authors-Purpose-Flap-Book-361759">https://www.teacherspayteachers.com/Product/Authors-Purpose-Flap-Book-361759</a>	
<b>Assessment:</b>	Students will complete a graphic organizer in which they identify the author’s purpose and use of rhetorical strategies in the text. <a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf</a> (College Board “SOAPStone” graphic organizer) <a href="http://school.judsonisd.org/webpages/pusery/files/soapstone%20reading%20strategy.pdf">http://school.judsonisd.org/webpages/pusery/files/soapstone%20reading%20strategy.pdf</a> (College Board “SOAPStone” graphic organizer) <a href="http://tinyurl.com/kp56quc">http://tinyurl.com/kp56quc</a> (scroll down for SOAP graphic organizer) SSN: With appropriate support the student will write one sentence on graphic organizer Authors Purpose flap book Examples section on why they chose that purpose for that mural or painting. SSN: Free graphic organizer Authors Purpose flap book: <a href="https://www.teacherspayteachers.com/Product/Authors-Purpose-Flap-Book-361759">https://www.teacherspayteachers.com/Product/Authors-Purpose-Flap-Book-361759</a>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may provide pre-populated, partially completed graphic organizer – giving students the quotes from the work SSN: Review Authors Purpose power point from lesson 8 if needed. SSN: Inexpensive power point on Authors Purpose: <a href="https://www.teacherspayteachers.com/Product/Authors-Purpose-PowerPoint-860823">https://www.teacherspayteachers.com/Product/Authors-Purpose-PowerPoint-860823</a> Explore with appropriate support the murals and Diego Rivera murals above and select three different murals that reflect different purposes – entertain, persuade, inform. Write choice of picture on graphic organizer under appropriate category (persuade, inform, entertain)	Students may complete the graphic organizer by analyzing the quotes identified by the teacher SSN: With appropriate support the student will write one sentence on graphic organizer Authors Purpose flap book Examples section on why they chose that purpose for that mural or painting. SSN: Free graphic organizer Authors Purpose flap book: <a href="https://www.teacherspayteachers.com/Product/Authors-Purpose-Flap-Book-361759">https://www.teacherspayteachers.com/Product/Authors-Purpose-Flap-Book-361759</a>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

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	N/A	Students may produce a mural design with ideas from the texts that represents their perspective and interpretation on a point they want to emphasize
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, racial inequity, racism, gender SSN: <a href="#">Racial inequity, persuasion, appeals to feelings, thinking, what is right, Inform, entertain, differences, low income</a>	

<b>Learning Experience # 10</b>		
The teacher may utilize small group discussion formats (e.g., literature circles) so that students can explore collaboratively the racial themes raised/implicit in an anchor text (e.g., <i>To Kill a Mockingbird</i> ) and connect those themes with discussions of current issues. [ <i>Understanding text, Responding to text, Critiquing text</i> ]		
<b>Generalization Connection(s):</b>	<p>The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices</p> <p>The choice of an appropriate genre for writing requires a close evaluation of context</p> <p>Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience</p>	
<b>Teacher Resources:</b>	<a href="http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf">http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf</a> (Description of implementing literature circles): SSN: <a href="#">Thematic web map</a> <a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a>	
<b>Student Resources:</b>	Reading journals and Literature Circle notes SSN: <a href="#">Connector sheet in Literacy Circle Roles</a>	

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	<p>SSN: How to make connections to text, self, world poster for notebook ( free)  <a href="https://www.teacherspayteachers.com/Product/Making-Connections-to-text-poster-334013">https://www.teacherspayteachers.com/Product/Making-Connections-to-text-poster-334013</a></p>	
<b>Assessment:</b>	<p>Student will complete their Literature Circle role sheet for their discussion preparation.  <a href="http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf">http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf</a> ( Literature circle role sheets/templates)            Students will explain the connections between the anchor text (e.g., <i>To Kill a Mockingbird</i>), the poems, short story, video, and info graphic discussed from previous Learning Experiences. <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form)            SSN: Using partially completed Thematic web graphic organizer (free) <a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> have student write phrase or short sentence with support as needed giving an example of inequity in at least three topics of the past lessons.</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf">http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf</a> (Scaffolded exit tickets)            Teachers may partner students with a peer to complete role sheets            Teachers may provide exemplar Literature Circle role sheets            Teachers may model literature circle group discussion in a c p “fish bowl” activity, choosing strong students to model group roles            SSN: Provide student with partially completed thematic map graphic organizer SSN: Thematic web map <a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> and Identify central bubble as “Inequity” and in surrounding satellite boxes label with topics of other lessons (To Kill a Mockingbird, Travon Martin, murals, songs, poems, income inequality and discuss with student the connections of theme in all the lesson materials.</p>	<p>Students may complete role sheet with a partner or small group.            Responsibility for role is shared within group.            Students may complete scaffolded exit slip            SSN: Using partially completed Thematic web graphic organizer (free) <a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> have student write phrase or short sentence with support as needed giving an example of inequity in at least three topics of the past lessons.</p>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• The differences between purpose, mode, and genre</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their</li> </ul>	

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	<p>purpose</p> <ul style="list-style-type: none"> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication</li> <li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> <li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected</li> </ul>
<b>Critical Language:</b>	Evaluating, determining importance, relevance, analyze, rhetorical appeal, voice, context, racial inequity, racism <i>SSN: Theme, connections, racial inequity</i>

<b>Learning Experience # 11</b>	
The teacher may use a variety of media resources centered around gender themes so that students can examine their personal perspectives and analyze authors’ rhetorical appeals. [ <i>Understanding text, Responding to text, Critiquing text</i> ]	
<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices
<b>Teacher Resources:</b>	<p><a href="http://www.usatoday.com/story/news/world/2013/10/10/malala-jon-stewart-daily-show/2959599/">http://www.usatoday.com/story/news/world/2013/10/10/malala-jon-stewart-daily-show/2959599/</a> (USA Today news story on Malala on <i>Jon Stewart Show</i>)</p> <p><a href="http://www.youtube.com/watch?v=gjGL6YY6oMs">http://www.youtube.com/watch?v=gjGL6YY6oMs</a> (In this exclusive, unedited interview, "I Am Malala" author Malala Yousafzai remembers the Taliban's rise to power in her Pakistani hometown and discusses her efforts to campaign for equal access)</p> <p><a href="http://www.pri.org/stories/2013-07-17/dear-malala-taliban-commander-writes-personal-response-malala-yousufzai">http://www.pri.org/stories/2013-07-17/dear-malala-taliban-commander-writes-personal-response-malala-yousufzai</a> (Taliban commander’s response to Malala)</p> <p><a href="http://www.bbc.co.uk/news/magazine-24379018">http://www.bbc.co.uk/news/magazine-24379018</a> (BBC story on Malala)</p> <p><a href="http://www.biography.com/people/malala-yousafzai-21362253">http://www.biography.com/people/malala-yousafzai-21362253</a> (Biography.com’s biography of Malala)</p> <p><a href="http://www.nyfa.edu/film-school-blog/wp-content/uploads/2013/11/Gender-Inequity-in-Film.jpg">http://www.nyfa.edu/film-school-blog/wp-content/uploads/2013/11/Gender-Inequity-in-Film.jpg</a></p> <p><a href="http://i.imgur.com/1DITi.png">http://i.imgur.com/1DITi.png</a> (gender and economic inequity)</p> <p><a href="http://www.huffingtonpost.com/2013/11/29/gender-inequity-in-film_n_4360012.html">http://www.huffingtonpost.com/2013/11/29/gender-inequity-in-film_n_4360012.html</a> (infographic on gender inequity in film)</p> <p><a href="http://annenbergl.usc.edu/Faculty/Communication%20and%20Journalism/~media/A41FBC3E62084AC8A8C047A9D4A54033.ashx">http://annenbergl.usc.edu/Faculty/Communication%20and%20Journalism/~media/A41FBC3E62084AC8A8C047A9D4A54033.ashx</a> (research on gender inequity in film)</p> <p><a href="http://www.nbcnews.com/id/48618383/ns/technology_and_science-science/t/word-womens-status-rises-so-do-literary-shes-hers/">http://www.nbcnews.com/id/48618383/ns/technology_and_science-science/t/word-womens-status-rises-so-do-literary-shes-hers/</a> (language use – “she” and “her” – in society)</p> <p><a href="http://samsonadogbeji.blogspot.com/2012/11/the-benefit-of-using-creative.html">http://samsonadogbeji.blogspot.com/2012/11/the-benefit-of-using-creative.html</a> (Research in gender inequity)</p> <p><a href="http://www.arts.cornell.edu/poverty/kanbur/ABCDE.pdf">http://www.arts.cornell.edu/poverty/kanbur/ABCDE.pdf</a> (Research on gender inequity)</p>
<b>Student Resources:</b>	<p><a href="http://www.usatoday.com/story/news/world/2013/10/10/malala-jon-stewart-daily-show/2959599/">http://www.usatoday.com/story/news/world/2013/10/10/malala-jon-stewart-daily-show/2959599/</a> (USA Today news story on Malala on <i>Jon Stewart Show</i>)</p> <p><a href="http://www.youtube.com/watch?v=gjGL6YY6oMs">http://www.youtube.com/watch?v=gjGL6YY6oMs</a> (In this exclusive, unedited interview, "I Am Malala" author Malala Yousafzai remembers the Taliban's rise to power in her Pakistani hometown and discusses her efforts to campaign for equal access)</p> <p><a href="http://www.pri.org/stories/2013-07-17/dear-malala-taliban-commander-writes-personal-response-malala-yousufzai">http://www.pri.org/stories/2013-07-17/dear-malala-taliban-commander-writes-personal-response-malala-yousufzai</a> (Taliban commander’s response to Malala)</p>



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	<p><a href="http://www.bbc.co.uk/news/magazine-24379018">http://www.bbc.co.uk/news/magazine-24379018</a> (BBC story on Malala)</p> <p><a href="http://www.biography.com/people/malala-yousafzai-21362253">http://www.biography.com/people/malala-yousafzai-21362253</a> (Biography.com’s biography of Malala)</p> <p><a href="http://www.nyfa.edu/film-school-blog/wp-content/uploads/2013/11/Gender-Inequity-in-Film.jpg">http://www.nyfa.edu/film-school-blog/wp-content/uploads/2013/11/Gender-Inequity-in-Film.jpg</a></p> <p><a href="http://i.imgur.com/1DITi.png">http://i.imgur.com/1DITi.png</a> (gender and economic inequity)</p> <p><a href="http://www.huffingtonpost.com/2013/11/29/gender-inequity-in-film_n_4360012.html">http://www.huffingtonpost.com/2013/11/29/gender-inequity-in-film_n_4360012.html</a> (infographic on gender inequity in film)</p> <p><a href="http://annenberglab.usc.edu/Faculty/Communication%20and%20Journalism/~/media/A41FBC3E62084AC8A8C047A9D4A54033.ashx">http://annenberglab.usc.edu/Faculty/Communication%20and%20Journalism/~/media/A41FBC3E62084AC8A8C047A9D4A54033.ashx</a> (research on gender inequity in film)</p> <p><a href="http://www.nbcnews.com/id/48618383/ns/technology_and_science-science/t/word-womens-status-rises-so-do-literary-shes-hers/">http://www.nbcnews.com/id/48618383/ns/technology_and_science-science/t/word-womens-status-rises-so-do-literary-shes-hers/</a> (language use – “she” and “her” – in society)</p> <p><a href="http://samsonadogbeji.blogspot.com/2012/11/the-benefit-of-using-creative.html">http://samsonadogbeji.blogspot.com/2012/11/the-benefit-of-using-creative.html</a> (Research in gender inequity)</p> <p><a href="http://www.arts.cornell.edu/poverty/kanbur/ABCDE.pdf">http://www.arts.cornell.edu/poverty/kanbur/ABCDE.pdf</a> (Research on gender inequity)</p> <p>SSN: Brief graphic novel version of attack on Malala online: <a href="http://www.upworthy.com/a-very-powerful-quote-gets-the-beautifully-illustrated-treatment-it-deserves">http://www.upworthy.com/a-very-powerful-quote-gets-the-beautifully-illustrated-treatment-it-deserves</a></p> <p>SSN: Brief infographic on Malala’s life: <a href="http://www.visualistan.com/2014/06/malala-yousafzai-infographic.html">http://www.visualistan.com/2014/06/malala-yousafzai-infographic.html</a></p> <p>SSN: Malala quotes <a href="http://www.buzzfeed.com/kristinharris/powerful-inspiring-quotes-from-malala-yousafzai?utm_medium=email&amp;utm_campaign=BuzzFeed%201011&amp;utm_content=BuzzFeed%201011+CID_8ee00f33f1249e40f50aea26500bc11b&amp;utm_source=Campaign%20Monitor&amp;utm_term=Let%20her%20quotes%20inspire%20you#.pdxbmGgDrP">http://www.buzzfeed.com/kristinharris/powerful-inspiring-quotes-from-malala-yousafzai?utm_medium=email&amp;utm_campaign=BuzzFeed%201011&amp;utm_content=BuzzFeed%201011+CID_8ee00f33f1249e40f50aea26500bc11b&amp;utm_source=Campaign%20Monitor&amp;utm_term=Let%20her%20quotes%20inspire%20you#.pdxbmGgDrP</a></p> <p>SSN: Free triple bubble Venn diagram <a href="http://freeology.com/graphicorgs/triple-venn-diagram/">http://freeology.com/graphicorgs/triple-venn-diagram/</a></p> <p>SSN: Tarheel reader adapted book poem The Laughter of Women by Lisel Mueller : <a href="http://tarheelreader.org/#2009/06/01/the-laughter-of-women-by-lisel-mueller/?&amp;_suid=143439387256203154274101397242">http://tarheelreader.org/#2009/06/01/the-laughter-of-women-by-lisel-mueller/?&amp;_suid=143439387256203154274101397242</a></p>	
<b>Assessment:</b>	<p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. The first response will be to identify the author’s rhetorical devices used in the text. The second response is for students to examine their own perspective on the inequity issue.</p> <p>SSN: Student will transcribe into each bubble of diagram to the left with one quote in each bubble representing feelings, thinking or what makes sense and doing what is right based on the Malala quotes from online source listed to the left. Student will site online source of quotes.</p>	
<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

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<p>(Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Teachers may provide <a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)</p> <p>SSN: With support student will look posters of Malala quotes <a href="http://www.buzzfeed.com/kristinharris/powerful-inspiring-quotes-from-malala-yousafzai?utm_medium=email&amp;utm_campaign=BuzzFeed%201011&amp;utm_content=BuzzFeed%201011+CID_8ee00f33f1249e40f50aea26500bc11b&amp;utm_source=Campaign%20Monitor&amp;utm_term=Let%20her%20quotes%20inspire%20you#.pdxbmGgDr">http://www.buzzfeed.com/kristinharris/powerful-inspiring-quotes-from-malala-yousafzai?utm_medium=email&amp;utm_campaign=BuzzFeed%201011&amp;utm_content=BuzzFeed%201011+CID_8ee00f33f1249e40f50aea26500bc11b&amp;utm_source=Campaign%20Monitor&amp;utm_term=Let%20her%20quotes%20inspire%20you#.pdxbmGgDr</a> and use the following free diagram: <a href="http://freeology.com/graphicorgs/triple-venn-diagram/">http://freeology.com/graphicorgs/triple-venn-diagram/</a> (partly filled out) with the bubbles labeled as feeling, thinking or what is right). Student needs to identify at least one quote that appeals to feelings, one quote that appeals to thought and what makes sense and one that appeals to what is right: <a href="http://freeology.com/graphicorgs/triple-venn-diagram/">http://freeology.com/graphicorgs/triple-venn-diagram/</a></p>	<p>Students may work with partner or small groups for completion of journal entries</p> <p>SSN: Student will transcribe into each bubble of diagram to the left with one quote in each bubble representing feelings, thinking or what makes sense and doing what is right based on the Malala quotes from online source listed to the left. Student will site online source of quotes.</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <p>N/A</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<p><b>Key Skills:</b></p>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> </ul>	
<p><b>Critical Language:</b></p>	<p>Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, gender inequity, sexism</p>	

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SSN: Gender inequity, sexism, appeals to feelings, thinking or what is right, authors purpose

**Learning Experience # 12**

The teacher may bring in literary resources (poems, short stories, etc.) on age themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [*Understanding text, Responding to text, Critiquing text*]

**Generalization Connection(s):**

The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices

**Teacher Resources:**

<http://www.poemhunter.com/poem/ask-me/> (William Stafford’s poem “Ask Me”)  
<http://www.teenink.com/opinion/discrimination/article/174187/Age-Discrimination-Nobody-Likes-It-to-Happen-to-Them/> (Teen Ink article on age discrimination)  
<http://www.poemhunter.com/poem/an-old-man-s-winter-night/> (Robert Frost’s poem “An Old Man’s Winter Night”)  
<http://books.google.com/books?id=ksTfEJZqUWsC&pg=PA153&lpg=PA153&dq=gina+berriault+the+bystander&source=bl&ots=Cir1HpJZM6&sig=7-5nw0-w0WwVC3xt6rlqX-KaG6l&hl=en&sa=X&ei=GfFzUojeH4bhyQGO7oAg&ved=0CCgQ6AEwAA#v=onepage&q=gina%20berriault%20the%20bystander&f=false>  
<http://quod.lib.umich.edu/cgi/t/text/text-idx?cc=mqr;c=mqr;c=mqrarchive;idno=act2080.0037.419;rgn=main;view=text;xc=1;g=mqrq> (Essay on *Death of a Salesman*)  
<http://www.eeoc.gov/laws/types/> (U.S. laws on discrimination in the workplace)  
[https://www.google.com/search?q=age+discrimination&rls=com.microsoft:en-us:IE-SearchBox&rlz=117MXGB\\_enUS565&source=lnms&tbn=isch&sa=X&ei=PIPZUuGpBMewyQGfIYHADg&ved=0CAkQ\\_AUoAQ&biw=1366&bih=595](https://www.google.com/search?q=age+discrimination&rls=com.microsoft:en-us:IE-SearchBox&rlz=117MXGB_enUS565&source=lnms&tbn=isch&sa=X&ei=PIPZUuGpBMewyQGfIYHADg&ved=0CAkQ_AUoAQ&biw=1366&bih=595) (Age discrimination images)  
[http://www.aarp.org/work/employee-rights/info-02-2009/age\\_discrimination\\_fact\\_sheet.html](http://www.aarp.org/work/employee-rights/info-02-2009/age_discrimination_fact_sheet.html) (AARP’s fact sheet on age discrimination)  
<http://www.goodreads.com/story/show/270158-cutting-class> (Excerpt of novel called *Cutting Class*)  
<http://www.teenink.com/opinion/discrimination/article/527533/being-a-teenager-can-be-frustrating/> (Teen Ink article on age discrimination)  
<http://news.nationalgeographic.com/news/2014/01/140114-progeria-disease-berns-children-premature-aging-research-gene-mutation/> (National Geographic article on Progeria – aging disease and children)

**Student Resources:**

<http://www.poemhunter.com/poem/ask-me/> (William Stafford’s poem “Ask Me”)  
<http://www.teenink.com/opinion/discrimination/article/174187/Age-Discrimination-Nobody-Likes-It-to-Happen-to-Them/> (Teen Ink article on age discrimination)  
<http://www.poemhunter.com/poem/an-old-man-s-winter-night/> (Robert Frost’s poem “An Old Man’s Winter Night”)  
<http://books.google.com/books?id=ksTfEJZqUWsC&pg=PA153&lpg=PA153&dq=gina+berriault+the+bystander&source=bl&ots=Cir1HpJZM6&sig=7-5nw0-w0WwVC3xt6rlqX-KaG6l&hl=en&sa=X&ei=GfFzUojeH4bhyQGO7oAg&ved=0CCgQ6AEwAA#v=onepage&q=gina%20berriault%20the%20bystander&f=false>

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	<p><a href="http://quod.lib.umich.edu/cgi/t/text/text-idx?cc=mqr;c=mqr;c=mqrarchive;idno=act2080.0037.419;rgn=main;view=text;xc=1;g=mqrq">http://quod.lib.umich.edu/cgi/t/text/text-idx?cc=mqr;c=mqr;c=mqrarchive;idno=act2080.0037.419;rgn=main;view=text;xc=1;g=mqrq</a> (Essay on <i>Death of a Salesman</i>)</p> <p><a href="http://www.eeoc.gov/laws/types/">http://www.eeoc.gov/laws/types/</a> (U.S. laws on discrimination in the workplace)</p> <p><a href="https://www.google.com/search?q=age+discrimination&amp;rls=com.microsoft:en-us:IE-SearchBox&amp;rlz=117MXGB_enUS565&amp;source=Inms&amp;tbn=isch&amp;sa=X&amp;ei=PIPZUuGpBMewyQGfiYHADg&amp;ved=OCAkQ_AUoAQ&amp;biw=1366&amp;bih=595">https://www.google.com/search?q=age+discrimination&amp;rls=com.microsoft:en-us:IE-SearchBox&amp;rlz=117MXGB_enUS565&amp;source=Inms&amp;tbn=isch&amp;sa=X&amp;ei=PIPZUuGpBMewyQGfiYHADg&amp;ved=OCAkQ_AUoAQ&amp;biw=1366&amp;bih=595</a> (Age discrimination images)</p> <p><a href="http://www.aarp.org/work/employee-rights/info-02-2009/age_discrimination_fact_sheet.html">http://www.aarp.org/work/employee-rights/info-02-2009/age_discrimination_fact_sheet.html</a> (AARP’s fact sheet on age discrimination)</p> <p><a href="http://www.goodreads.com/story/show/270158-cutting-class">http://www.goodreads.com/story/show/270158-cutting-class</a> (Excerpt of novel called <i>Cutting Class</i>)</p> <p><a href="http://www.teenink.com/opinion/discrimination/article/527533/being-a-teenager-can-be-frustrating/">http://www.teenink.com/opinion/discrimination/article/527533/being-a-teenager-can-be-frustrating/</a> (Teen Ink article on age discrimination)</p> <p><a href="http://news.nationalgeographic.com/news/2014/01/140114-progeria-disease-berns-children-premature-aging-research-gene-mutation/">http://news.nationalgeographic.com/news/2014/01/140114-progeria-disease-berns-children-premature-aging-research-gene-mutation/</a> (National Geographic article on Progeria – aging disease and children)</p> <p>SSN: Ageism Infographic: <a href="http://www.aarp.org/content/dam/aarp/work/on-the-job/2014-04/620-age-discrimination-infographic.png?intcmp=AE-WOR-INFOG-AGE-DISC">http://www.aarp.org/content/dam/aarp/work/on-the-job/2014-04/620-age-discrimination-infographic.png?intcmp=AE-WOR-INFOG-AGE-DISC</a></p> <p>SSN: Ageism poster: <a href="https://www.pinterest.com/pin/554013191635705885/">https://www.pinterest.com/pin/554013191635705885/</a></p> <p>SSN: long term unemployment ageism <a href="https://www.pinterest.com/pin/554013191635705990/">https://www.pinterest.com/pin/554013191635705990/</a></p> <p>SSN: Nine signs of age discrimination: <a href="http://jobs.aol.com/articles/2011/05/17/top-signs-of-age-discrimination/">http://jobs.aol.com/articles/2011/05/17/top-signs-of-age-discrimination/</a></p> <p>SSN: Laws from EEOC on agism: <a href="http://www.eeoc.gov/laws/types/age.cfm">http://www.eeoc.gov/laws/types/age.cfm</a></p> <p>SSN: Free main idea and details to categorize kinds of appeals: <a href="https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-Organizer-FREEBIE-920972">https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-Organizer-FREEBIE-920972</a></p>	
<p><b>Assessment:</b></p>	<p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. The first response will be to identify the author’s rhetorical devices: used in the text. The second response is for students to examine their own perspective on the inequity issue. SSN: Using this graphic organizer SSN; Free main idea and details to categorize kinds of appeals: <a href="https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-Organizer-FREEBIE-920972">https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-Organizer-FREEBIE-920972</a> have student categorize and note each source (articles, poster, infographic) based on type of rhetorical appeals to feeling, thinking or what is right (laws).</p> <p>SSN: Using this graphic organizer SSN; Free main idea and details to categorize kinds of appeals: <a href="https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-Organizer-FREEBIE-920972">https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-Organizer-FREEBIE-920972</a> have student categorize and note each source (articles, poster, infographic) based on type of rhetorical appeals to feeling, thinking or what is right (laws).</p>	
<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <p>Teachers may provide <a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)</p> <p>SSN: Have student explore with support the SSN resources in student resources,(articles, poster, infographic ) and discuss with the student what kind of appeals they are; to feeling, to thinking (facts) or to doing what is right (laws)</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may work with partner or small groups for completion of journal entries</p> <p>SSN: Using this graphic organizer SSN; Free main idea and details to categorize kinds of appeals: <a href="https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-Organizer-FREEBIE-920972">https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-Organizer-FREEBIE-920972</a> have student categorize and note each source (articles, poster, infographic) based on type of rhetorical appeals to feeling, thinking or what is right (laws).</p>

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, age inequity, ageism SSN: Ageism, age inequity, persuade, appeals to thinking feeling and ethics, evaluating	

<b>Learning Experience # 13</b>	
The teacher may bring in literary resources (poems, short stories, etc.) on sexual orientation themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [ <i>Understanding text, Responding to text, Critiquing text</i> ]	
<b>Generalization Connection(s):</b>	The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors make and the intended impact of those choices
<b>Teacher Resources:</b>	<a href="http://healthwellnessconnection.com/2012/02/21/body-image-statistics-don%E2%80%99t-tie-your-weight-to-unrealistic-expectations/">http://healthwellnessconnection.com/2012/02/21/body-image-statistics-don%E2%80%99t-tie-your-weight-to-unrealistic-expectations/</a> (Body image statistics) <a href="http://www.purdue.edu/swo/nutrition/KnowItAll/BodyImage/MaleBodyImageFacts.pdf">http://www.purdue.edu/swo/nutrition/KnowItAll/BodyImage/MaleBodyImageFacts.pdf</a> (Facts on male body image) <a href="https://www.google.com/search?q=body+image+infographic&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=jFzZUrHvMarJygHy54HYBQ&amp;sqi=2&amp;ved=0CCgQsAQ&amp;biw=1034&amp;bih=619#imgdii=_">https://www.google.com/search?q=body+image+infographic&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=jFzZUrHvMarJygHy54HYBQ&amp;sqi=2&amp;ved=0CCgQsAQ&amp;biw=1034&amp;bih=619#imgdii=_</a> (Various infographics on body image) <a href="http://www.nationaleatingdisorders.org/media-body-image-and-eating-disorders">http://www.nationaleatingdisorders.org/media-body-image-and-eating-disorders</a> (Media and body image) <a href="http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&amp;page=fastfacts">http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&amp;page=fastfacts</a> (Teen Health article on body image facts) <a href="http://www.eeoc.gov/federal/otherprotections.cfm">http://www.eeoc.gov/federal/otherprotections.cfm</a>

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	<p><a href="http://www.hrc.org/laws-and-legislation/federal-legislation/employment-non-discrimination-act">http://www.hrc.org/laws-and-legislation/federal-legislation/employment-non-discrimination-act</a> (U.S. laws on discrimination)</p> <p><a href="http://www.bna.com/senate-passes-bill-n17179879992/">http://www.bna.com/senate-passes-bill-n17179879992/</a> (Senate Bill on sexual orientation)</p> <p>Several Huffpost articles consolidated: <a href="http://www.huffingtonpost.com/tag/sexual-orientation-discrimination">http://www.huffingtonpost.com/tag/sexual-orientation-discrimination</a> (Article on sexual orientation and discrimination)</p> <p><a href="http://www.policymic.com/articles/11738/5-people-who-were-fired-for-being-gay-and-the-29-states-where-that-is-still-legal">http://www.policymic.com/articles/11738/5-people-who-were-fired-for-being-gay-and-the-29-states-where-that-is-still-legal</a> (Sexual orientation and employment)</p> <p><a href="http://articles.chicagotribune.com/keyword/sexual-orientation">http://articles.chicagotribune.com/keyword/sexual-orientation</a> (Several Chicago Tribune articles consolidated)</p> <p><a href="http://www.cnn.com/2013/03/14/us/nfl-sexual-preference-questions/">http://www.cnn.com/2013/03/14/us/nfl-sexual-preference-questions/</a></p> <p><a href="http://www.hrc.org/files/assets/resources/Hatecrimesandviolenceagainstlgbtpeople_2009.pdf">http://www.hrc.org/files/assets/resources/Hatecrimesandviolenceagainstlgbtpeople_2009.pdf</a> (Violence because of sexual orientation)</p> <p><a href="http://www.huffingtonpost.com/tag/violence-against-gays">http://www.huffingtonpost.com/tag/violence-against-gays</a> (Series of Huffpost articles on violence against gays)</p> <p><a href="http://www.theguardian.com/world/2010/oct/17/increase-homophobia-violence-new-york">http://www.theguardian.com/world/2010/oct/17/increase-homophobia-violence-new-york</a> (Article exploring the increase in homophobia)</p> <p><a href="http://topics.nytimes.com/top/reference/timestopics/people/s/matthew_shepard/index.html">http://topics.nytimes.com/top/reference/timestopics/people/s/matthew_shepard/index.html</a> (Article on Matthew Shepard)</p>
<p><b>Student Resources:</b></p>	<p><a href="http://healthwellnessconnection.com/2012/02/21/body-image-statistics-don%E2%80%99t-tie-your-weight-to-unrealistic-expectations/">http://healthwellnessconnection.com/2012/02/21/body-image-statistics-don%E2%80%99t-tie-your-weight-to-unrealistic-expectations/</a> (Body image statistics)</p> <p><a href="http://www.purdue.edu/swo/nutrition/KnowItAll/BodyImage/MaleBodyImageFacts.pdf">http://www.purdue.edu/swo/nutrition/KnowItAll/BodyImage/MaleBodyImageFacts.pdf</a> (Facts on male body image)</p> <p><a href="https://www.google.com/search?q=body+image+infographic&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=jFzZUrHvMarJygHy54HYBQ&amp;sqi=2&amp;ved=0CCgQsAQ&amp;biw=1034&amp;bih=619#imgdii=">https://www.google.com/search?q=body+image+infographic&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=jFzZUrHvMarJygHy54HYBQ&amp;sqi=2&amp;ved=0CCgQsAQ&amp;biw=1034&amp;bih=619#imgdii=</a> (Various infographics on body image)</p> <p><a href="http://www.nationaleatingdisorders.org/media-body-image-and-eating-disorders">http://www.nationaleatingdisorders.org/media-body-image-and-eating-disorders</a> (Media and body image)</p> <p><a href="http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&amp;page=fastfacts">http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&amp;page=fastfacts</a> (Teen Health article on body image facts)</p> <p><a href="http://www.eeoc.gov/federal/otherprotections.cfm">http://www.eeoc.gov/federal/otherprotections.cfm</a></p> <p><a href="http://www.hrc.org/laws-and-legislation/federal-legislation/employment-non-discrimination-act">http://www.hrc.org/laws-and-legislation/federal-legislation/employment-non-discrimination-act</a> (U.S. laws on discrimination)</p> <p><a href="http://www.bna.com/senate-passes-bill-n17179879992/">http://www.bna.com/senate-passes-bill-n17179879992/</a> (Senate Bill on sexual orientation)</p> <p>Several Huffpost articles consolidated: <a href="http://www.huffingtonpost.com/tag/sexual-orientation-discrimination">http://www.huffingtonpost.com/tag/sexual-orientation-discrimination</a> (Article on sexual orientation and discrimination)</p> <p><a href="http://www.policymic.com/articles/11738/5-people-who-were-fired-for-being-gay-and-the-29-states-where-that-is-still-legal">http://www.policymic.com/articles/11738/5-people-who-were-fired-for-being-gay-and-the-29-states-where-that-is-still-legal</a> (Sexual orientation and employment)</p> <p><a href="http://articles.chicagotribune.com/keyword/sexual-orientation">http://articles.chicagotribune.com/keyword/sexual-orientation</a> (Several Chicago Tribune articles consolidated)</p> <p><a href="http://www.cnn.com/2013/03/14/us/nfl-sexual-preference-questions/">http://www.cnn.com/2013/03/14/us/nfl-sexual-preference-questions/</a></p> <p><a href="http://www.hrc.org/files/assets/resources/Hatecrimesandviolenceagainstlgbtpeople_2009.pdf">http://www.hrc.org/files/assets/resources/Hatecrimesandviolenceagainstlgbtpeople_2009.pdf</a> (Violence because of sexual orientation)</p> <p><a href="http://www.huffingtonpost.com/tag/violence-against-gays">http://www.huffingtonpost.com/tag/violence-against-gays</a> (Series of Huffpost articles on violence against gays)</p> <p><a href="http://www.theguardian.com/world/2010/oct/17/increase-homophobia-violence-new-york">http://www.theguardian.com/world/2010/oct/17/increase-homophobia-violence-new-york</a> (Article exploring the increase in homophobia)</p> <p><a href="http://topics.nytimes.com/top/reference/timestopics/people/s/matthew_shepard/index.html">http://topics.nytimes.com/top/reference/timestopics/people/s/matthew_shepard/index.html</a> (Article on Matthew Shepard)</p> <p>SSN: <a href="http://www.purdue.edu/swo/nutrition/KnowItAll/BodyImage/MaleBodyImageFacts.pdf">http://www.purdue.edu/swo/nutrition/KnowItAll/BodyImage/MaleBodyImageFacts.pdf</a> (Facts on male body image)</p> <p>SSN: Body image infographic men and women US and other countries: <a href="https://www.pinterest.com/pin/568298046703489522/">https://www.pinterest.com/pin/568298046703489522/</a></p> <p>SSN: Body Image in 21<sup>st</sup> century infographic: <a href="http://notenoughgood.com/wp-content/uploads/2012/08/BodyImageInfographic-1.jpg">http://notenoughgood.com/wp-content/uploads/2012/08/BodyImageInfographic-1.jpg</a></p> <p>SSN: Infographic on female body image: <a href="http://thumbnails-visually.netdna-ssl.com/body-image-statistics_51a8b6cb56b6a.jpg">http://thumbnails-visually.netdna-ssl.com/body-image-statistics_51a8b6cb56b6a.jpg</a></p> <p>SSN: Infographic men's body image: <a href="http://www.womenshealthmag.com/files/wh6_uploads/wp_import/mens-body-infographic.png">http://www.womenshealthmag.com/files/wh6_uploads/wp_import/mens-body-infographic.png</a></p>

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	<p>SSN: Compare Contrast graphic organizer  <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf</a></p>	
<p><b>Assessment:</b></p>	<p>Students will produce a double journal entry selecting the most relevant evidence from the text and then responding in two ways. The first response will be to identify the author’s rhetorical devices used in the text. The second response is for students to examine their own perspective on the inequity issue.</p> <p>SSN: Using the Compare Contrast graphic organizer  <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf</a> the student will identify and write in a short sentence at least two examples of how men’s and women’s body image issues are alike and different and cite them.</p>	
<p><b>Differentiation:</b>          (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <p>Teachers may provide  <a href="http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html">http://examples.yourdictionary.com/examples/examples-of-rhetorical-devices.html</a> (very simple definitions and examples of rhetorical devices)</p> <p>SSN: With appropriate support the student will explore the reports and infographics on male and female body image listed under SSN in student resources and identify what is the same and different about them</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may work with partner or small groups for completion of journal entries</p> <p>SSN: Using the Compare Contrast graphic organizer  <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf</a> the student will identify and write in a short sentence at least two examples of how men’s and women’s body image issues are alike and different and cite them.</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <p>N/A</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may add to their journal a critique of the author’s effectiveness in using one of the rhetorical devices or authorial decisions</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> </ul>	
<p><b>Key Skills:</b></p>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> </ul>	



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<b>Critical Language:</b>	Evaluating, determining importance, relevance, mode, analyze, rhetorical appeal, voice, context, sexual orientation inequity, body image inequity, homophobia, negative body image <i>SSN: Point of view, determining importance, analyze, negative body image, body image inequity</i>
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**Learning Experience # 14**

The teacher may utilize small group discussion formats (e.g., literature circles) so that students can explore collaboratively the age and gender themes raised/implicit in an anchor text (e.g., *To Kill a Mockingbird*) and connect those themes with discussions of current issues. [*Understanding text, Responding to text, Critiquing text*]

<b>Generalization Connection(s):</b>	<p>The analysis of authors’ intended purposes and points of view helps readers better understand the choices authors’ make and the intended impact of those choices</p> <p>The choice of an appropriate genre for writing requires a close evaluation of context</p> <p>Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience</p>
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<b>Teacher Resources:</b>	<a href="http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf">http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/61/Literature_Circles.pdf</a> (Description of implementing literature circles)
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<b>Student Resources:</b>	<p>N/A</p> <p><i>SSN: Thematic web graphic organizer (free):</i> <a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a></p> <p><i>SSN:</i> <a href="http://www.youtube.com/watch?v=uqkohqLvCII">http://www.youtube.com/watch?v=uqkohqLvCII</a> (Video SparkNotes : Harper Lee’s <i>To Kill a Mockingbird</i> Summary)</p>
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<b>Assessment:</b>	<p>Student will complete their Literature Circle role sheet for their discussion preparation.</p> <p><a href="http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf">http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf</a> ( Literature circle role sheets/templates)</p> <p>Students will explain the connections between the anchor text (e.g., <i>To Kill a Mockingbird</i>), the poems, short story, video, and info graphic discussed from previous Learning Experiences. <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form)</p>
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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf">http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf</a> (Scaffolded exit tickets)</p> <p>Teachers may partner students with a peer to complete role sheets</p> <p>Teachers may provide exemplar Literature Circle role sheets</p> <p>Teachers may model literature circle group discussion in a “fish bowl” activity, choosing strong students to model group roles</p> <p><i>SSN: Have student participate in Literature Circle groups and if needed review video Spark Notes on To Kill a Mockingbird</i></p> <p><i>SSN:</i> <a href="http://www.youtube.com/watch?v=uqkohqLvCII">http://www.youtube.com/watch?v=uqkohqLvCII</a> (Video SparkNotes : Harper Lee’s <i>To Kill a Mockingbird</i> Summary);</p> <p><i>Student will try to draw connections between other topics on</i></p>	<p>Students may complete role sheet with a partner or small group.</p> <p>Responsibility for role is shared within group.</p> <p>Students may complete scaffolded exit slip</p> <p><i>SSN: Student will with support as needed fill out the thematic map</i></p> <p><i>SSN: Thematic web graphic organizer (free):</i> <a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> with inequity as the central theme and connect it to other topics studied during this unit</p>

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	inequity and To Kill a Mockingbird by giving examples of inequity in other topics.	
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of genre</li> <li>• The differences between purpose, mode, and genre</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view and purpose, drawing upon specific evidence as support</li> <li>• Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>• Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose</li> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication</li> <li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> <li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected</li> </ul>	
<b>Critical Language:</b>	Evaluating, determining importance, relevance, analyze, rhetorical appeal, voice, context, gender inequity, age inequity, body image inequity, and sexual orientation inequity SSN: gender inequity, age inequity, body image inequity, and sexual orientation inequity, theme, connections, point of view	

<b>Learning Experience # 15</b>	
The teacher may model and guide methods of synthesizing information so that students can begin considering ways to purposefully consolidate information. [ <i>Producing text</i> ]	
<b>Generalization Connection(s):</b>	A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact The choice of an appropriate genre for writing requires a close evaluation of context
<b>Teacher Resources:</b>	<a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs) <a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars) <a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects) <a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars) <a href="http://21stcenturyskillsnmteacher.wikipaces.com/*MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteacher.wikipaces.com/*MULTIGENRE+RESOURCE</a> (Multi-genre project)

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	<a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects) <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects)	
<b>Student Resources:</b>	<a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs) <a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars) <a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects) <a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars) <a href="http://21stcenturyskillsnmtteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE">http://21stcenturyskillsnmtteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE</a> (Multigenre project) <a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects) <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects) <a href="https://www.nesacenter.org/uploaded/conferences/SEC/2010/spkr_handouts/AndesonCarlConferring.pdf">https://www.nesacenter.org/uploaded/conferences/SEC/2010/spkr_handouts/AndesonCarlConferring.pdf</a> (Conferring with students from Carl Anderson) SSN: Planning writing 3-5 sentences graphic organizer: <a href="http://freeology.com/tag/paragraphs/page/2/">http://freeology.com/tag/paragraphs/page/2/</a>	
<b>Assessment:</b>	The assessments for this and the following three Learning Experiences are aimed at gathering evidence and providing feedback as they craft their multi-genre project. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the multi-genre project. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars) SSN: Student will create draft using words or short phrases of plan for what to write about using paragraph planner graphic organizers such as <a href="http://freeology.com/tag/paragraphs/page/2/">http://freeology.com/tag/paragraphs/page/2/</a> for a three to five sentence essay on the types of genres that can be used to convince the reader as they explore the topic of inequity	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A SSN: Student needs to plan with support a 3 to 5 sentence essay about inequity using examples of at least 3 different genres previously used in Inequity unit such as fiction stories, reports and infographics, songs, poems, pictures, posters. Student may use in planning graphic organizers from following: <a href="http://freeology.com/tag/paragraphs/page/2/">http://freeology.com/tag/paragraphs/page/2/</a>	N/A SSN: Student will create draft using words or short phrases of plan for what to write about using paragraph planner graphic organizers such as <a href="http://freeology.com/tag/paragraphs/page/2/">http://freeology.com/tag/paragraphs/page/2/</a> for a three to five sentence essay on the types of genres that can be used to convince the reader as they explore the topic of inequity.
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Strategies for selecting the most relevant evidence to support analysis</li> <li>Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>Definition and aspects of genre</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Evaluate an author's selection and use of information; determine which pieces of information are most important for comprehending a text</li> <li>Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> <li>Select the more important evidence, considering specific criteria and the context of the communication</li> </ul>	
<b>Critical Language:</b>	Choices, genre, evaluating, determine importance, relevance, communication, perspective, artifact, synthesis SSN: Genre, persuade,	

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	convince, evidence, point of view
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**Learning Experience # 16**

The teacher may model and guide the drafting process (genre, use of context, mode, and rhetoric) so that students can begin considering effective approaches to the drafting process. [*Producing text*]

<b>Generalization Connection(s):</b>	<p>A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact                  The choice of an appropriate genre for writing requires a close evaluation of context                  Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience                  Writers attend to the conventions of language in order to establish credibility and communicate effectively</p>	
<b>Teacher Resources:</b>	<p><a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs)  <a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars)  <a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects)  <a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars)  <a href="http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE</a> (Multigenre project)  <a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects)  <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects)</p>	
<b>Student Resources:</b>	<p><a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs)  <a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars)  <a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects)  <a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars)  <a href="http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE</a> (Multigenre project)  <a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects)  <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects)</p>	
<b>Assessment:</b>	<p>The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as they craft their multi-genre project. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the multi-genre project. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)  <b>SSN:</b> The student will with support write a draft of a three to five sentence paragraph on the topic of different genres used to convince people of different kinds of inequity using an alternate pencil if needed. Cite examples previously used in class</p>	
<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

**Colorado Teacher-Authored Sample Instructional Unit**

(Multiple means for students to access content and multiple modes for student to express understanding.)	N/A SSN: Using the filled out graphic organizer from the last lesson the student will with support and an alternate pencil if needed write three to five sentences on the topic of how different genres can be used to convince people of inequity based on examples of different genres previously explored in class.	N/A SSN: The student will with support write a draft of a three to five sentence paragraph on the topic of different genres used to convince people of different kinds of inequity using an alternate pencil if needed. Cite examples previously used in class
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Strategies for selecting the most relevant evidence to support analysis</li> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive)</li> <li>• Definition and aspects of genre</li> <li>• The differences between purpose, mode, and genre</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify modes in texts, and critique authors' choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication</li> <li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> <li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected</li> </ul>	
<b>Critical Language:</b>	Choices, genre, evaluating, determine importance, relevance, communication, perspective, context, mode, exposition, argumentation, persuasion, narration, artifact, synthesis, draft(ing), textuality SSN: Genres, citing sources, point of view, persuasion	

<b>Learning Experience # 17</b>	
The teacher may provide guidance for writing (in a workshop setting) so that students can understand the editing/refining process as central to improving written work. [ <i>Producing text</i> ]	
<b>Generalization Connection(s):</b>	A text that utilizes multiple modes (expository, narrative, persuasive, or descriptive) provides more opportunities for impact Decisions about the selection of relevant evidence, development of rhetorical appeals, and crafting of style, voice, and tone should reflect the consideration of the audience) Writers attend to the conventions of language in order to establish credibility and communicate effectively
<b>Teacher Resources:</b>	<a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs) <a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars)

**Colorado Teacher-Authored Sample Instructional Unit**

	<p><a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects)  <a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars)  <a href="http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE</a> (Multi-genre project)  <a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects)  <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects)</p>	
<b>Student Resources:</b>	<p><a href="http://freeology.com/graphicorgs/thematic-web/">http://freeology.com/graphicorgs/thematic-web/</a> (Graphic organizer for thematic webs)  <a href="http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples">http://www.docstoc.com/docs/104315740/Multi-Genre-Project-Examples</a> (Multi-genre project exemplars)  <a href="http://writefromtheheartclasses.com/research-projects.php">http://writefromtheheartclasses.com/research-projects.php</a> (Multi-genre research projects)  <a href="http://www.users.muohio.edu/romanots/mgrpapers.htm">http://www.users.muohio.edu/romanots/mgrpapers.htm</a> (Multi-genre project exemplars)  <a href="http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE">http://21stcenturyskillsnmteachercourse.wikispaces.com/*MULTIGENRE+RESOURCE</a> (Multigenre project)  <a href="http://www.users.muohio.edu/romanots/Tom_Romano.html">http://www.users.muohio.edu/romanots/Tom_Romano.html</a> (Tom Romano resources for multi-genre projects)  <a href="http://theunquietlibrary.libguides.com/multigenre2011">http://theunquietlibrary.libguides.com/multigenre2011</a> (Multi-genre research projects)  SSN: Revision/ editing checklist handout for student reference : <a href="http://littlepieceoftape.blogspot.com/2013/12/cups-and-arms.html">http://littlepieceoftape.blogspot.com/2013/12/cups-and-arms.html</a>  SSN: Editing checklist I or Editing Checklist II for peer review:  <a href="http://teacher.scholastic.com/products/scholasticprofessional/pdfs/master_mechanics/2-3/0-545-04878-8_ASSESS.pdf">http://teacher.scholastic.com/products/scholasticprofessional/pdfs/master_mechanics/2-3/0-545-04878-8_ASSESS.pdf</a></p>	
<b>Assessment:</b>	<p>The assessments for this Learning Experience are aimed at providing feedback as they craft their multi-genre project. For this Learning Experience, students will finalize their draft of the multi-genre project.  <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)  SSN: The student will with support as needed complete and hand in their final draft of a three to five sentence paragraph on the topic of different genres used to persuade readers of inequity using a checklist prior to handing it in as a final draft.</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p>N/A  SSN: Student will edit his own work using editing checklist for student reference :  <a href="http://littlepieceoftape.blogspot.com/2013/12/cups-and-arms.html">http://littlepieceoftape.blogspot.com/2013/12/cups-and-arms.html</a>  Student will edit their work with a peer using Checklist I or Checklist II  <a href="http://teacher.scholastic.com/products/scholasticprofessional/pdfs/master_mechanics/2-3/0-545-04878-8_ASSESS.pdf">http://teacher.scholastic.com/products/scholasticprofessional/pdfs/master_mechanics/2-3/0-545-04878-8_ASSESS.pdf</a></p>	<p>N/A  SSN: Student will make editing corrections based on self and peer review checklists and create final draft of 3-5 sentence paragraph on how different genres can be used to persuade readers of inequity.</p>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p>N/A</p>	<p>N/A</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective)</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Models and characteristics of rhetorical appeals (emotional, logical, and ethical)</li> <li>• Definition and aspects of context (purpose, subject, audience, situation)</li> <li>• Definition and aspects of mode (expository, narrative, persuasive, descriptive) (Definition and aspects of genre)</li> <li>• The differences between purpose, mode, and genre</li> <li>• Strategies for revision (e.g., gather feedback from peers and adults; read text aloud; reverse outlining to check for coherence, highlighting different ideas and structures)</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message</li> <li>• Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection</li> <li>• Select the more important evidence, considering specific criteria and the context of the communication</li> <li>• Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view</li> <li>• Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected</li> <li>• Select and use appropriate vocabulary, sentence structure, and sentence organization to refine the expression of voice and tone</li> <li>• Revise ideas and structure in own writing and the writing of others, refining ideas and organization and ensuring that the piece communicates effectively for the given context</li> <li>• Edit own writing to create credibility as an author and meet the readers’ expectations</li> </ul>
<b>Critical Language:</b>	<p>Choices, genre, evaluating, determine importance, relevance, communication, perspective, context, mode, exposition, argumentation, persuasion, narration, conventions, artifact, synthesis, draft(ing), workshop <b>SSN: Topic, theme, genre, cite source, editing, conventions.</b></p>