



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

American Literature

Unit title	<i>The Call for a Nation: Belief and Revolution through Argument Colonialism and Revolution</i>	Unit duration	<i>8 weeks</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Priority Standards:

Informational: RI7, RI8, RI9
Writing: W1

Supporting Standards:

Literary: RL1, RL2, RL5
Informational: RI1, RI4, RI6
Writing: W4, W5, W6, W9
Language: L1, L2, L4
Speaking and Listening: SL1

Learning Targets:

Students will be able to integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
Students will be able to analyze foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features
Students will be able to delineate and evaluate the reasoning in seminal U.S. texts, and the premises, purposes, and arguments in works of public advocacy
Student will be able to write arguments to support claims in an analysis using valid reasoning and sufficient, appropriate evidence

Learning Progression:

Student will be able to analyze arguments for claims, themes, purpose, and rhetorical features
Student will be able to draw evidence from literary text to support analysis
Students will be able to integrate and evaluate similar themes in different texts and literary formats
Student will be able to use technology, including the internet, to produce shared written products

Essential Questions

1. How do we identify common subjects, topics, or themes from multiple sources in order to question, analyze, and address a problem?
2. How can we read seminal texts and works of public advocacy in order to identify arguments and claims, fallacies, reasoning, and author's purpose?
3. How can we critically read documents of historical and literary significance to identify similarities and differences in concepts or themes?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):**Common Formative Assessment(s):**

1. Students will write a thesis statement to analyze the rhetorical situation in literary and non-literary texts (2).
2. Grammar supports - semicolon usage (no red ink)

Priority GSE Standards Addressed: RI6, RI8, W1a

Supporting GSE Standards Addressed: RL1, RL2, RL5, L1,L2,L4

Summative Assessment(s):

1. Analyze the effect of an author's argument in order to determine an "American Philosophy" based on primary source documents. Write an extended constructed response to explain and justify the American Philosophy based on textual evidence in a primary source document
2. Develop an argumentative speech responds to a prompt that poses the following question to students: "Does the American Dream exist, and is it available to all?" Students will utilize primary source documents to define the American Dream, and then justify their answer to the prompt with evidence from:
 - a. Anchor text
 - b. A primary source document

c. A literary text

Priority GSE Standards Addressed: W1, RI1, RI7, RI8

Learning Experiences

Add additional rows as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Knowledge; Remembering; Understanding DOK 1 (BBK)	1. Teachers will facilitate a student focused recall of the argumentative structure (i.e. thesis, claim, counterclaim, evidence) 2. Teachers will facilitate discussion of historical context by providing transfer opportunities from US History (i.e. Colonial, Puritan, Revolutionary) in order to connect prior knowledge to context for literary texts of unit. 3. Teachers will provide mini lesson on rhetorical situation and rhetorical transaction. 4. Students will link rhetorical situation/transaction to previous rhetorical devices and Aristotelian appeals studied in MYP courses 5. Students will read various text types (poetry, speeches) to demonstrate comprehension of text and purpose for writing (kairos) of speaker. 6. Students will identify rhetorical devices in excerpts of texts. 7. Students will justify answers with textual evidence that matches notes on rhetorical transaction.	Direct Instruction Concept Mapping Cooperative Learning Preview Vocabulary
Application DOK 2	1. Students will recall rhetorical transaction and process using appropriate academic vocabulary (logos, pathos, ethos, Kairos) 2. Students will use previous work to analyze the identified rhetorical devices as connections between the speaker (ethos) and the audience (pathos) to evaluate the effectiveness of the message (logos). 3. Students will construct a thesis statement that shows connection between all parts of the rhetorical transaction.	Close Reading/AVID Strategies Gradual Release Jigsaw of longer texts Adapted texts by level Curated excerpts of primary documents

		Visual Anchor Charts for Annotations and Chunking text
Analyze/Evaluate DOK 3 & Analyze/Evaluate DOK 4	<ol style="list-style-type: none"> 1. Teachers will provide mini-lesson on reading non-fiction documents. 2. Teachers will facilitate student analysis of readings of various excerpts of foundational documents to identify rhetorical choices and efficacy (transfer from US History – “God, Gold, Glory”) to determine American Philosophy 3. Students will evaluate the efficacy of authors’ arguments in primary source foundational documents. 4. Students will construct a thesis statement that shows connection between all parts of the rhetorical transaction of foundational documents. 5. Teacher will provide gradual release analysis of arguments in Common Sense by Thomas Paine with Graphic Organizer for Annotation. 6. Students will analyze both the Declaration of Independence and the Preamble of the constitution to find evidence that supports their evaluation of the efficacy of Paine’s initial argument. 7. Students will write an extended constructed response to argue whether Common Sense effectively reached the targeted audience to deliver the intended message 8. Teacher will facilitate the discussion of an “American Philosophy” based on identified core beliefs and rhetorical transaction from primary source/foundational documents. 9. Teachers will provide an argumentation prompt: “Does the American Dream exist for all?” using foundational documents as primary evidence. <p>Summative EOC Argument Speech: Students will write an argument using at least one foundational document, two literary pieces, and 1-2 current events within the last 10 years to justify their stance for the given prompt.</p> <ol style="list-style-type: none"> 10. Students will analyze effectiveness of speech delivery by evaluating effective speeches. Students will identify rhetorical transaction in order to make deliberate choices in their own work. 11. Writing Workshop and Feedback: Teachers will consistently pull small groups for feedback for argumentative structure and strength. Students will submit outline and draft for teacher and peer feedback. 12. Students will present their speech (in person or via video) of their argument. Students in audience will identify rhetorical transaction in peers’ speech 	<p>Students will be given one of two speeches that will be leveled for middle lower middle to remedial level readers for annotations. The differentiation comes in content, not product as the assignment will be the same for each student to promote rigor with material that is challenging, not frustrating.</p> <p>Read-aloud/think-aloud teacher modeling</p> <p>Chunking text</p> <p>Strategic Questioning Collaborative Conversations Model/Exemplars</p>

Content Resources

On Level Resources

Anchor Text (s)

Common Sense – Thomas Paine

Declaration of Independence

Preamble, Constitution of the United States of America (text and support)

“Give Me Liberty, or Give Me Death”, Patrick Henry (Speech)

Supplemental/Ancillary Text (s)

“Sinners in the Hands of an Angry God” (excerpt), Jonathan Edwards

“To a Dear and Loving Husband” and *“The Author to Her Book”*- Bradstreet

“On Being Brought from Africa to America”, Phyllis Wheatley

“Upon a Fit of Sickness”, Anne Bradstreet

“Verses Upon the Burning of Our House”, Anne Bradstreet

“On Tyranny and Slavery”, Phyllis Wheatley

“City Upon a Hill”, John Winthrop

Free Thoughts on the Proceedings of the Continental Congress, Samuel Seabury

Federalist Paper 51, James Madison

Federalist Paper 10, James Madison

Media Text (s)

Hamilton – “Farmer Refuted”

Hamilton - “Cabinet Battles”

Honors Resources - N/A

MCS American Literature Unit 2 Planner. September 1, 2022

Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.