Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
8	**Reading**	**N/A**	**Examining author point of view, purpose, and technique**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
4 days	**24th week**	How to cite textual evidence that supports analysis; following a central idea throughout a text and tracing its relationship to supporting ideas; the impact of diction on meaning and tone

Unit Description

Students will read and analyze historical documents that provide differing viewpoints on a controversial issue; then they will read current documents written from two sides of a debate. In all readings, students will be asked to analyze text for point of view, purpose, and how writers craft their arguments, including acknowledging and responding to conflicting views.

Standards: See instructions on page 15.	**Strand: Reading Standards for Informational Text** **Cluster: Craft and Structure** **Standard: #6** 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will read two short, persuasive texts with opposing viewpoints. Then they will answer multiple-choice questions on the passages.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	This assessment will count as a 10-point quiz with two points given for each correct answer. A score of 8 or better will be considered meeting the standard; 7 is approaching; 6 or below is not meeting the standard.
Materials/Resources Needed *Include all items for the entire unit.*	Copies of the historical documents, paper, pens, whiteboard, whiteboard markers, overhead projector

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Instruction and Timeline	The teacher introduces a unit that will look at historical texts expressing different viewpoints on a single controversial issue in 1890 in Wisconsin, which is relevant to today: Should English be the only language allowed in schools? The teacher discusses the scope of the unit. (5 minutes) The teacher tells students that in nonfiction, point of view is like an opinion or perspective and gives examples. He/she asks students to come up with various reasons why authors might choose to write something. The teacher discusses various author purposes, such as to inform, persuade, and/or entertain readers. (10 minutes)	The teacher explains how students will read in pairs a statement written by the governor of Wisconsin in 1888, William Hoard, called "Statement in Support of the Bennett Law." The students are told they will answer in writing a series of questions after reading. Teacher reviews point of view and author purpose and shows on the overhead one editorialist's way of acknowledging and responding to conflicting viewpoints on the subject. (20 minutes)	The teacher asks students to review again Hoard's statement. He/she asks: What argument/position/side is missing from the document? The students are asked to read two related documents to find four opposing points to the governor's stance. (10 minutes) The teacher then reviews with students the newspaper clipping supporting the Bennett law and identifies with students how the author acknowledges what the opposing side would argue in order to persuade readers to agree with his position. (15 minutes)	After the writing prompt (below), the teacher distributes to students two current documents: one for and one against English-only instruction in schools. The teacher will tell students to read the articles with an analytical eye out for author point of view, author purpose, and author arguments and how they are constructed. (10 minutes)

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Student Activities and Timeline	Students will read aloud with their teacher a historical text describing how in the late 1800's German immigrants in Wisconsin had established their own neighborhood schools to preserve their language and culture. Some Americans perceived this as unpatriotic and resistant to American culture. A state law was passed requiring that all classes be conducted in English and that all students had to attend schools within their own public school district. Opposition to the law was widespread and it was repealed shortly thereafter. Students will note how the point of view is neutral with the purpose to inform and educate. (20 minutes). Students answer written questions to gauge their understanding, which they correct with the teacher. (15 minutes).	Students read silently and then discuss with a partner "Statement in Support of the Bennett Law" Together, they answer, in writing, questions such as: What is Governor's Hoard's main point? What evidence does he use to support his claim? What objections does Hoard anticipate? How does he attempt to defuse those objections? (25 minutes)	The students read with a partner two related documents to Governor Hoard's in order to identify four opposing points to the governor's stance. The four opposing points are written in complete sentences with textual evidence, such as quotes, included. (25 minutes).	Students compose a written response to the following prompt: Today, English-only instruction in school is still controversial. Do you think English-only is a good policy for American schools? Why or why not? Who might agree with your point of view, and what arguments would they make? Who might disagree with your point of view and what arguments would they make? (15 minutes). Students independently read and analyze the two documents (one for and one against English-only instruction in schools) and answer written questions. (25 minutes)

Reading Assessment:

Should students do the grading?

The Supreme Court says the practice doesn't violate a student's right to privacy, but is it right for students to grade one another?

Document A

Pro

1 The Supreme Court was absolutely correct to say it's OK for students to grade one another's homework, quizzes, and tests; in fact, it's a great idea.

2 By grading one another's papers and seeing the problems their peers encounter, as well as their own, students double their exposure to the troubles that they may meet on future exams and tests. The basic purpose of school is to learn not just what others have done right, but to learn from what they have done wrong. How better to teach this than to put it directly into the lives of students?

3 Teachers are underappreciated and underpaid for the number of hours they have to work to be able to really teach well. Grading all their students' papers can take hours on end. Some of that time and energy can be saved by spending a few minutes in class, while providing an invaluable learning experience.

4 I understand that some individuals are sensitive to their classmates seeing their work or grades. School is a place where every mistake can be learned from, and self-esteem can be built. Any good teacher would make allowances for students who don't want their classmates to grade their assignments.

5 Grading one another's papers may be one of the best ways for students to reinforce within themselves the ways to respond to the most difficult parts of what they are learning. It simply can't be denied that in-class grading of assignments is a great way to learn, and those with personal issues can resolve those issues if they just present their problems to their teachers. Allowing students to learn in the best way they are able should be the responsibility of society. If learning in school upsets some students and their parents, perhaps they don't really realize what they are upset about.

Document B

Con

1 A girl cringes as her classmate announces her failing test grade and hands her the paper, bathed in the red ink of the student grader. The composure of the classroom gradually deteriorates.

2 With the increase in student grading over the past few years, scenes like this have become a bitter reality in schools across the nation. Teachers are not only instructing their students to grade one another's papers, but also to announce the final grades to the class, subjecting them to the harsh judgment of their peers. Teachers and schools should not advocate student grading and public announcement of grades because it provides a traumatizing breach of privacy for students and families and it subjects students to harsh judgments and treatment by their peers.

3 Since 1974, a law known as the Buckley Amendment has prohibited the release of education records maintained by schools in order to preserve the privacy of students and their families. I strongly disagree with the Court's ruling that this law [the Buckley Amendment] does not pertain to student grading.

4 I can think of no greater breach of privacy than the exposure of one's personal information to a group of peers. This can be very embarrassing and cause unfair judgment by one's colleagues. Releasing this sort of personal information should be avoided, especially by institutions that seek to provide a supportive environment conducive to mutual learning during essential years of human development.

1. Which summary of paragraph 3 of Document A is the *most* accurate?
A Students can do a better job of grading than teachers can.
B Teachers should be paid higher salaries for grading.
C Teachers can devote more time to teaching duties if students do the grading.
D Students learn more from one another than from teachers.

2. Read this sentence from Document A:
"Grading one another's papers may be one of the best ways for students to reinforce within themselves the ways to respond to the most difficult parts of what they are learning."
In this sentence, the verb to reinforce has the same meaning as
A to deliver.
B to imagine.
C to strengthen.
D to create.

3. What is the main pattern of organization used in Document A?
A identification of a problem followed by a solution
B presentation of a main idea followed by supporting details
C criticism of opponent's position point by point
D description of causes and effects of a certain issue

4. Consider the main support the author of Document B offers for his position. Which of these statements *best* contradicts his supporting points?
A There are other methods of student grading that do not cause embarrassment.
B Some students do not mind sharing their work with others.
C Many teachers do not allow their students to grade each other.
D Student grading has been performed in schools for many years.

5. Given the structure and content of both of these documents, they can *best* be described as
A expository.
B narrative.
C persuasive.
D descriptive.

Assessment Key
Multiple Choice Questions: 8th Grade Reading
"Should students do the Grading?"

10 points total
2 points per question

1. C
2. C
3. B
4. A
5. C