Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
9th Grade	Writing	9th Grade English	(Interdisciplinary Writing/Reading Unit) What does it take to become an American?

Length of Unit	Time of Year Taught	Expected Prior Knowledge
Five 60-90 minute class sessions	2nd Quarter	The following is the 8th grade standard for expository writing applicable to this unit: Strand 3: Writing Applications, Concept 2: Expository Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. PO 2. Write a summary based on the information gathered that include(s): PO 3. Write an explanatory essay that includes: Students continually practice the Writing Process and the 6-Traits of Writing. The writing standard PO's that address both the writing process and the 6-traits are reinforced throughout previous instruction, as well as on the 6-Traits-based Peer Response Sheets used with editing teams, and the scoring rubric for every writing assignment. Prior learning also includes instruction on the editing team process, and the use of the 6-Traits-based Peer Response Sheets to record their editing efforts. Students participate in Editing Teams for every assigned summative essay. Students will use their prior knowledge regarding comparing and contrasting, as well as their prior use of Venn Diagrams. Students have read and compared different types of fiction and non-fiction writing, and have practiced identifying the author's purpose in nonfiction selections and the universal theme in fiction selections.

Unit Description

Students are reading excerpts from *Woman Warrior* by Maxine Hong Kingston. The Big Idea for this integrated reading and writing unit is "What does it take to become an American?" The class will approach the big idea through the eyes of the Chinese Americans who lived in the United States around the 1950's and beyond. After reading "White Tiger," from the novel *Woman Warrior* (see 9th grade reading lesson), students will compare the mythical story she writes to what is going on in her own life at that time. The students will complete a Venn Diagram, and then write a comparison/contrast essay.

Strand(s), Concept(s), and PO(s)	FOCUS STANDARD (not exclusive): Strand 3: Writing Applications Concept 2: Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. PO 1. Write an explanatory, multi-paragraph essay that: • includes background information to establish the thesis (hypothesis, essential question), as appropriate • states a thesis (hypothesis, essential question) with a narrow focus • includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons • communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate attributes sources of information as appropriate includes a topic sentence for each body paragraph • includes relevant factors and variables that need to be considered • includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate • includes an effective conclusion

Summative Assessment	Students will demonstrate synthesis of a comparison/contrast essay by comparing the "White Tiger" fantasy by Kingston to the reality of her real life growing up in America.
Assessment Scoring.	The assessment will be scored using the 6-trait 6-point Scoring Guide and Rubric based on the ADE writing rubric. The following PO's will be addressed in the lessons: RS2C1PO3, WS1C1PO1-7, WS1C2PO1-2, WS1C3PO1-8, WS1C4PO1-4, WS1C5PO1-3, WS2C1PO1-5, WS2C2PO1-6, WS2C3PO1-4, WS2C4PO1-5, WS2C5PO1-3, WS2C6PO1-11, WS3C2PO1.
Materials/Resources Needed	Copies of the chapter "White Tiger" from the novel *Woman Warrior* by Maxine Hong Kingston, students' copy of their Writer's Journals, a Venn Diagram template, an outline and a "model" of a comparison/contrast essay, the 6-Traits-based Peer Response Sheets, Editing Team Guidelines, and the Compare/Contrast Scoring Guide & Rubric, plus Bill Moyer's video selections (below).

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
PO Focus	WS1C1-PO2, PO6	WS1C1-PO2, PO6; WS1C2-PO1-2	WS1C1-PO1-5; WS1C2-PO1-2; WS3C2-PO1; WS1C3-PO1-8	WS3C2-PO1; WS1C3-PO1-8; WS1C4-PO1-4; WS2C1PO1-5; WS2C2PO1-6; WS2C3PO1-4; WS2C4PO1-5; WS2C5PO1-3; WS2C6PO1-11,	WS3C2-PO1; WS1C1PO1-7, WS1C2PO1-2, WS1C3PO1-8, WS1C4PO1-4, WS1C5PO1-3,
Lesson Instruction	**Objective:** Students will demonstrate synthesis of the Chinese Experience in America in the 1950's by writing a journal entry that summarizes information from the Bill Moyers video selection (below), and ideas from the teacher-led class discussion. Continuing the instruction about "White Tigers," students will view *Becoming an American, The Chinese Experience*, a Bill Moyers video presentation, Program	**Objective:** Students will demonstrate analysis of "White Tigers" by completing a Venn Diagram that identifies key ideas from the "White Tigers" fantasy that are similar and/or different from the real life experiences of the author, Maxine Hong Kingston. The teacher will guide the students in brainstorming key ideas from "White Tigers." Students will record these ideas in their Writer's Journal. Individually, they will identify the aspects of Maxine's real life experiences that parallel	**Objective:** Students will demonstrate synthesis of their comparison/contrast ideas from a completed Venn Diagram by writing the draft of a comparison/contrast essay. The teachers will provide a comparison/ contrast outline and project a student sample essay on the wall. Students will identify the thesis and the 3 major points of comparison in the sample essay. Then the teacher will provide each student group with an additional model essay for the group to again identify the thesis for the essay and the 3 major points	**Objective:** Students will demonstrate application of the writing process by participating in the Editing Team process. [This lesson will follow two days after the preceding lesson so that students have an opportunity to complete their rough draft. Within the two-day gap, instruction will continue on other aspects of the bigger unit – see the reading lesson that is a part of the curriculum samples.] Students will use the Peer Response Sheets to review each other's	**SUMMATVE ASSESSMENT:** Students will demonstrate synthesis of a comparison/contrast essay by comparing the "White Tiger" fantasy by Kingston to the reality of her real life growing up in America. Students will meet in "new" groups to share their essays by exchanging papers for silent reading. Members of the new group share "one compliment" in writing on the back of the last page of each essay read. At the conclusion of the group read, the teacher

	Two, Section 3, "The Push for Freedom," and Section 7, "Young People Push on Two Fronts" (premiered on PBS March 25-27, 2003). Students will summarize key points in the video selections in their Writer's Journal. Teacher led discussion with the students will address the Big Question, "What does it take to become an American?" In groups of three students will discuss their summary responses, and share ideas for inclusion in their own notes. Assess the students' understanding and re-teach when necessary.	key ideas in the fantasy of "White Tigers." The teacher will provide a Venn Diagram template for each student and a sample "completed" Venn Diagram. The teacher will call on students to explain "how" a Venn Diagram works (This reinforces their prior learning and use of Venn Diagrams). In groups of three, students will use their ideas (from the fantasy and paralleled experiences to Maxine's life) to create a collaborative poster Venn Diagram of three major points for comparison. Students will work collaboratively while the teacher circulates the room to offer guidance. Groups will share their poster-created Venn Diagrams with the class and provide explanation for their three major points.	of comparison/contrast. Class sharing will follow. The teacher will assign the comparison contrast essay and provide the scoring rubric to the students. Students will individually begin their draft of the comparison/contrast essay in class, while the teacher circulates the room to offer guidance.	essays (one at a time) in the Editing Team. The Peer Response Sheets guide the "editors" through the draft papers of their peers asking questions that directly relate to the assignment and the 6-Traits. When the team completes the Peer Response Sheets, the sheets are collected by the student author so that he will have access to them when he is revising/editing his essay. Students will have the entire class time to work in their editing teams and begin their final drafts if possible. Teacher reinforces the DUE DATE for the Final essays, which will not be due for class publication until two days after the editing team process.	collects all essays for scoring. Students are required to turn in the additional papers with their final copy: one copy of their draft, all Peer Response Sheets completed by their editing Exhibition: The top 5% of the completed essays are displayed on the wall of the classroom for two weeks.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Students view *Becoming an American, The Chinese Experience*, a Bill Moyers video presentation, Program Two, Section 3, "The Push for Freedom," and Section 7, "Young People Push on Two Fronts." Students work individually to summarize key points in the video selections in their Writer's Journal. Students participate in the teacher-led discussion, addressing the question, "What does it take to become an American?" In groups of three students discuss their notes and summary responses, and share ideas for inclusion in their own notes.	Students record ideas from the teacher-led discussion in their Writer's Journal. Also in their journals, they individually identify the aspects of Maxine's real life experiences that parallel key ideas in the fantasy of "White Tigers." In groups of three, students create a collaborative poster Venn Diagram of three major points for comparison, and then share their Venn Diagrams with the class.	Students identify the thesis and the 3 major points of comparison in several model essays, and discuss these essays with the class. Students receive the comparison/contrast essay assignment, a copy of the Peer Response Sheet they will use in their editing teams, and the scoring rubric for the essay. Students individually begin their draft of the comparison/contrast essay in class.	The teacher will distribute the Peer Response Sheets for the comparison/contrast essay. Students will use these sheets to review each other's essays one at a time) in the Editing Team. Students revise/edit their rough draft papers and begin their final draft of the essay.	Students meet in new groups to "publish" their essays in a group read. After reading each paper, they write one compliment on the back page of the essay. Papers are then turned in to the teacher for final scoring.

SAMPLE STDENT ESSAY
COMPARISON/CONTRAST ESSAY MODEL

Human and Ant Societies: How different are they?

Most people would be extremely insulted if they were to be compared to an ant. How could such an intelligent being possibly have anything in common with such a small, repulsive creature as the ant? Although ants and humans do have obvious differences, the sophisticated society of the ant is so well organized and complete that it can be compared to human societies.

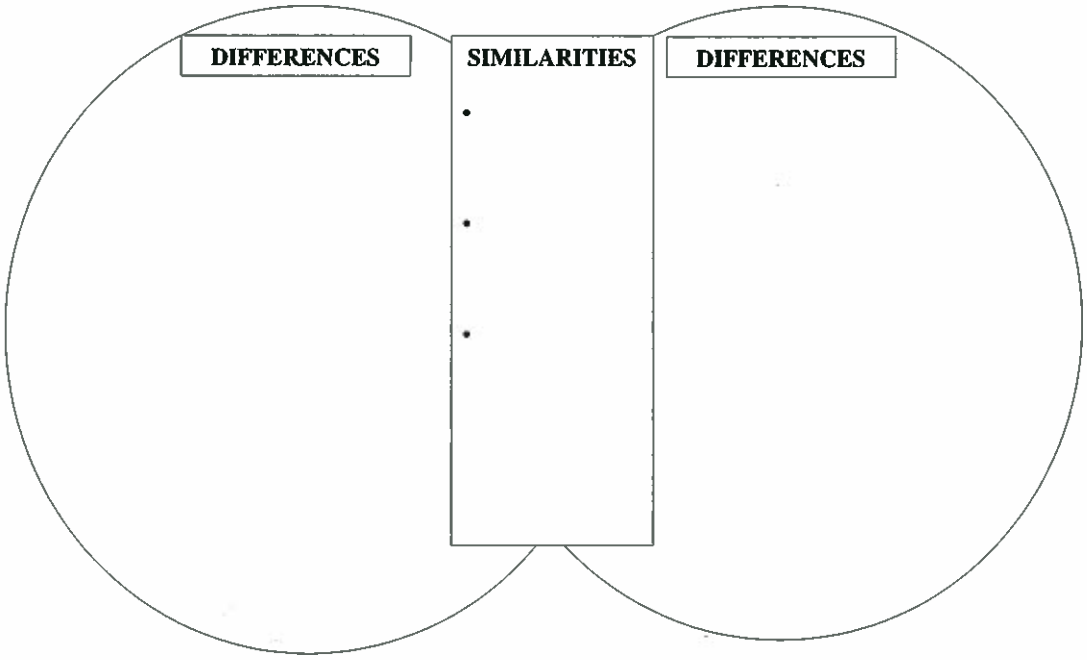
One similarly between the two societies is the way both are put into specific classes or castes. The ant is divided into three castes: the queen, the drone, and the worker, each having a certain job to do. In some societies, people are divided into the upper, middle and lower class according to income. In some ant colonies, nurses, soldiers, builders, and food gatherers may be present to provide medical care, protection, shelter, and food. Similarly, in a human's world, doctors, military personnel, construction workers, and farmers carry out much the same functions. One surprising fact is that, like human dairy farmers, some species of ants herd and protect "cows" to obtain their "milk." Actually, the ants round-up small plant lice into groups, take them to the roots or corn to feed, stroke the insects with their antennae, causing the plant lice to secrete an edible, sweet substance called honeydew.

The society of the ant is structured so that each individual, insignificant by himself, does his work properly to benefit the groups. Likewise, Socialism and Communism foster societies in which the individual efforts are subordinated to the goal of the state. The ant has accomplished great works of engineering and construction by excavating many complex passages and various rooms and chambers. In the same manner, humanity has constructed magnificent metropolis with complicated networks of streets and expressways along with enormous, towering skyscrapers.

Ants also share some of the less desirable aspects of human society, such as dealings with other individuals. Many times ants fight devastating battles in defense of their hive when under attack by an invading colony. This may result in the death of many ants and the destruction of the nest. Humans, in similar circumstances, may defend their nation by engaging in huge confrontations with foreign countries; in some instances, leaving millions of people dead and many others wounded and homeless. After a battle, occasionally, the victorious ant colony may take slaves from the defeated colony to do needed work around the hive. In a similar fashion, human conquerors have enslaved people of defeated tribes or "inferior" races to do menial labor.

A common practice of humans is to step on ants. Considering the ants' advanced society, it behooves us to reconsider this action and hope that there is not an advanced species lurking in the wings to step on us.

VENN DIAGRAM



Peer Response Sheet
Comparison/Contrast Essay: What Does It Take to Become an American

Student Editor's Name _____ Writer's Name: _____

Directions to student editor: After carefully reading the comparison/contrast essay, complete this peer response sheet. Provide explanations when necessary. Additional constructive comments are appreciated by the writer.

Trait	Criteria	Comments			
Ideas & Content	1. The writer makes a clear statement about how Kingston's life compares to "White Tigers" in the thesis. The introduction clearly provides justification for the comparison.				
	2. Includes background information to establish the thesis.				
	3. Evidence to support the thesis is provided in the form of details, facts, examples, or reasons.				
	4. Ideas and content are cited from articles read in class and/or "White Tiger" to develop comparison and contrast.				
	5. Clear focus is maintained throughout the paper.				
Organization	6. Provides an effective introduction to the **comparison.**				
	7. Ideas are organized using paragraphs with topic sentences.				
	8. The end brings an effective conclusion to the essay.				
	9. Provides a logical and sequential organization of ideas.				
Voice	10. Writer conveys a sense of commitment to the topic.				
	11. Tone shows awareness of audience and topic.				
	12. Includes liveliness, sincerity, or humor when appropriate.				
Word Choice	13. Words effectively and accurately convey intended message.				
	14. Uses a variety of words that are functional and appropriate to the topic, purpose, and audience.				
Sentence Fluency	15. Shows strong control over all types of sentences.				
	16. Fragments, if present, are usually effective.				
Conventions	17. Has solid control over subject/verb agreement.				
	18. Uses correct punctuation and capitalization.				
	19. Uses correct spelling.				
	20. Uses sound paragraph breaks to reinforce the organizational structure.				

1. Indicate what specific areas of the paper are confusing or unclear:

   Comment: _____

   _____

2. Describe the effectiveness or ineffectiveness of any section of the paper (introduction, support paragraphs, conclusion.)

   Comment: _____

   _____

2. Tell what you liked best about the paper. Be as specific as possible.

   Comment: _____

   _____

EDITING TEAM GUIDELINES

WHY?	Editing teams support the writer.
WHEN?	Editing teams meet before major essay assignments are due to the teacher for evaluation.
HOW?	Conditions: 1. Members must be committed to working, putting effort in to their work, and doing QUALITY editing. 2. Members must be prepared with 3 rough draft (1 original, 2 xerox) copies of their assigned work on editing team day. 3. Each line of all rough draft copies must be numbered.
STEPS:	1. Pass out copies of one person's rough draft. 2. All team members read the entire paper. 3. Team reads the entire paper again, placing an "X" in the margin next to a line containing effective writing (specific words, phrases, or sentences that have flair, style, concrete detail, figurative language, or some kind of <u>describable</u> "wonderfulness." 4. The team discusses the "X's." The writer should listen, mark his/her own paper, and be receptive to the comments. 5. Everyone reads the entire paper again, placing a "-" in the margin next to a line that is awkward, confusing, doesn't sound right, or needs some work. 6. The team discusses the "-'s." The writer should listen to comments, mark his/her own paper, answer questions, and avoid becoming defensive. 7. The writer then asks questions about any comments that were made and asks for additional feedback if necessary. 8. The team reads the entire paper again, circling any areas that contain errors in punctuation, capitalization, or spelling. 9. Team members (except the student author) fill out a peer response sheet for the student author's paper. 10. Editors return their copies of the rough draft to the author, along with the completed peer response sheets. Begin the process again with another team member's rough draft.
WATCH OUT FOR THIS DEADLY DISEASE	The fastest way to kill the effectiveness of the editing team process is to simply trade papers. Your team will be warned once.

We will model this process in class at the beginning of each semester and when necessary.

Student Name: _____

Scoring Guide and Rubric
Comparison/Contrast Essay

What does it take to become an American?

OUTCOME: Students will demonstrate synthesis of a comparison/contrast essay by comparing the "White Tiger" fantasy by Kingston to the reality of her real life growing up in America.

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	1. The writer makes a clear statement about how Kingston's life compares to "White Tigers" in the thesis. The introduction clearly provides justification for the comparison.				
	2. Includes background information to establish the thesis.				
	3. Evidence to support the thesis is provided in the form of details, facts, examples, or reasons.				
	4. Ideas and content are cited from articles read in class and/or "White Tiger" to develop **comparison and contrast**.				
	5. Clear focus is maintained throughout the paper.				
Organization	6. Provides an effective introduction to the **comparison.**				
	7. Ideas are organized using paragraphs with topic sentences.				
	8. The end brings an effective conclusion to the essay.				
	9. Provides a logical and sequential organization of ideas.				
Voice	10. Writer conveys a sense of commitment to the topic.				
	11. Tone shows awareness of audience and topic.				
	12. Includes liveliness, sincerity, or humor when appropriate.				
Word Choice	13. Words effectively and accurately convey intended message.				
	14. Uses a variety of words that are functional and appropriate to the topic, purpose, and audience.				
Sentence Fluency	15. Shows strong control over all types of sentences.				
	16. Fragments, if present, are usually effective.				
Conventions	17. Has solid control over subject/verb agreement.				
	18. Uses correct punctuation and capitalization.				
	19. Uses correct spelling.				
	20. Uses sound paragraph breaks that reinforce the organizational structure.				

FINAL SCORE: _____/6_____

Scores are awarded percentages:
6 = 100%
5 = 90%
4 = 80%
3 = 70%
2 = 60%
1 = 50%

Scoring criteria are shown at MEETS the Standard from the ADE High School Rubric for Writing