Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
12th Grade	Reading	12th Grade English	How Can We Make Change in the World?

Length of Unit	Quarter Taught	Expected Prior Knowledge
Five 60-90 minute class sessions	4th Quarter	The following standard is the 11th grade standard for reading (HSR-S2C1-PO2): Strand 2: Comprehending Literary Text Concept 1: Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature. PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory, with emphasis upon how the writer uses language to evoke readers' emotions. 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 and considerable practice on the Editing Team process, and the use of the 6-Traits-based Peer Response Sheets to record their editing efforts. Students have read and compared different types of fiction and non-fiction writing, and previously they have practiced identifying the author's purpose in nonfiction selections and the universal theme in fiction selections.

Unit Description

Students will identify, analyze, and explain in group presentation format how the author makes use of figurative language in the speech "Beyond Vietnam," by Martin Luther King, to evoke the reader's emotions.

Strand(s), Concept(s), and PO(s)	HSR-S2C1-PO2. Strand 2: Comprehending Literary Text Concept 1: Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature. PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.

Summative Assessment	Students will demonstrate analysis of a literary selection by writing a multi-paragraph essay that interprets how the author's use of elements of figurative language influence the reader's emotions.
Assessment Scoring	The assessment will be scored using the 6-trait 6-point scoring guide and rubric.
Materials/Resources Needed	Copies of the speech "Beyond Vietnam," by Dr. Martin Luther King Jr., copies of the Peer Response Sheet, copies of the Scoring Guide and Rubric.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
PO Focus	HSR-S2C1-PO2	HSR-S2C1-PO2	HSR-S2C1-PO2	HSR-S2C1-PO2	HSR-S2C1-PO2
Lesson Instruction	**Objective:** Identify examples of figurative language used by the	**Objective:** Analyze the effectiveness or strength of the author's use of figurative	**Objective:** Create a thesis for a multi-paragraph essay that shows the	**Objective:** Students will demonstrate application of the	**Summative Assessment:** Demonstrate analysis

	author. Explain that the students will read several excerpts from a speech by Dr. Martin Luther King Jr. and identify figurative language used in his speech. They will be directed to look for examples of (but not limited to): personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory. Students write for 15 minutes in response to the writing prompt while the teacher circulates the room to assess student work and offer guidance. Explain to students that they will now share their answers in groups of no more than 3 and develop a group consensus to share with the class, as well as hand in their individual writing to the teacher for formative assessment.	language to appeal to our emotions. Explain that the students will respond to the writing prompt on the board (see writing prompts section below). Explain that students should take notes on the emotions the author evokes through his use of personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory. Students write for 20 minutes in response to the writing prompt while the teacher circulates the room to assess student work and offer guidance. Explain to students they will then share their notes in their groups to answer the question: How effective is MLK Jr. in appealing to our emotions through his use of figurative language? After group discussion, each group will be directed to share one example with the class of the author's use of figurative language and it's appeal to our emotions.	author's use of literary elements to influence the reader's emotions. Explain to students they should refer to their notes about the speech "Beyond Vietnam" from Lesson 1 and Lesson 2, to address the summative assessment described on the board (see below). Explain to students that their essays will be assessed using a rubric. Provide students with the assessment Scoring Guide and Rubric, as well as a copy of the Peer Response Sheet to be used with their Editing Teams. Explain to students they will have class time to begin the draft of their essay, and that editing teams will meet in two days to review the rough drafts. The teacher circulates the room to assess student work and offer guidance.	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 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 s/he is revising/editing his/her essay.	of a literary selection by writing a multi-paragraph essay that interprets how the author's use of elements of figurative language influences the reader's emotions. 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 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 read an excerpt of a speech from Dr. Martin Luther King Jr. and analyze for tone (author's attitude toward the subject). Students write individually for 15 minutes in response to a writing prompt. Students share their initial response in groups. Students collaborate in groups to develop a consensus to share with the class.	Students write for 20 minutes in response to a writing prompt (stated below) while teacher circulates the room to assess student work and offer guidance.	Students refer to their notes about the speech "Beyond Vietnam" from Lesson 1 and Lesson 2, to address the summative assessment described on the board (see below). Students review the Scoring Guide and Rubric. Students begin the draft of their essay.	Students work in Editing Teams to peer edit using the Peer Response Sheets. 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. Exhibition: The top 5% of the completed essays are displayed on the wall of the classroom for two weeks.

WRITING PROMPTS

Lesson 1

Identify the literary elements used in the following excerpts from "Beyond Vietnam," a speech given by Dr. Martin Luther King Jr. and explain how the literary element conveys the author's attitude toward the subject. Sample of One Excerpt used in class:

"As I have walked among the desperate, rejected, and angry young men, I have told them that Molotov cocktails and rifles would not solve their problems. I have tried to offer them my deepest compassion while maintaining my conviction that social change comes most meaningfully through nonviolent action. But they ask – and rightly so – what about Vietnam? They ask if our own nation wasn't using massive doses of violence to solve its problems, to bring about the changes it wanted. Their questions hit home, and I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the greatest purveyor of violence in the world today – my own government. For the sake of those boys, for the sake of this government, for the sake of the hundreds of thousands trembling under our violence, I cannot be silent."

Lesson 2

Look at the author's use of figurative language as recorded in your notes from Lesson One. For each element, describe the emotional response the author is evoking from the reader.

Then in your groups you will discuss the effectiveness of these elements to impact on the reader's emotions. Choose one element and its effectiveness to share with the class.

Summative Assessment: In a well-supported essay, discuss how Dr. Martin Luther King Jr. uses three (you choose) elements of figurative language **(personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory)** to influence the reader's emotions in the speech "Beyond Vietnam."

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 describable "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.

Peer Response Sheet Student Editor's Name _____

Literary Analysis Essay: "Beyond Vietnam" by Martin Luther King, Jr.

Writer's Name: _____

Directions to student editor: After carefully reading the literary analysis paper, complete this peer response sheet. Provide explanations when necessary.

Rate the Following 1-5 (high)

INTRODUCTION

a. The introductory paragraph(s) begins with a motivator.	1	2	3	4	5
b. The introduction contains a thesis which indicates the assignment purpose (see outcome)	1	2	3	4	5
c. The introduction states the elements of figurative language the writer will explain in the body of the paper.	1	2	3	4	5

d. List the elements of figurative language indicated by the writer:

_____

BODY

a. Each support paragraph contains a topic sentence which indicates discussion of one of the elements of figurative language mentioned in the introduction.	1	2	3	4	5

Comment: _____

_____

b. Each support paragraph provides concrete evidence to support its topic sentence; which in turn, follows through on the thesis contract.	1	2	3	4	5

Comment: _____

_____

c. List the types of concrete evidence used in the support paragraphs (summary, paraphrase, quotes):

_____

CONCLUSION

a. In the conclusion paragraph the writer comments on his reaction to the speech and how effectively Martin Luther King, Jr. evokes emotion from the reader.	1	2	3	4	5
b. The conclusion contains a reworded thesis.	1	2	3	4	5

Comment: _____

_____

OVER

Please provide feedback to the writer on the following 6-Traits criteria:

TRAIT	CRITERIA	Looks Good	Revisit This
Ideas & Content	Title and author of the speech are included in the essay.		
	The assignment topic is clearly addressed as the thesis.		
	The author's use of figurative language to evoke emotion is supported with identified quotes from the speech.		
	The analysis interprets the figurative language and explains how it works.		
	The analysis describes the emotional response it evokes in the reader and why this works.		
	No fewer than 3 elements of figurative language are interpreted in the writing to show their effect on the readers' emotions.		
Organization	Details are placed in logical order leading to a clear analysis of Martin Luther King's speech.		
	Includes a topic sentence for each body paragraph that supports the thesis.		
	There is a developed introduction and thesis.		
	The concluding paragraph brings effective closure to the essay.		
	Transition words/phrases used effectively and smoothly.		
Voice	Writer's personality is expressed with confidence and feeling.		
	The voice expresses interest and complete understanding.		
Word Choice	Precise, vivid, natural language creates a clear and complete picture in the reader's mind.		
	Powerful verbs, precise nouns, appropriate adjectives and phrases enhance meaning.		
	Word choice reflects careful thinking about the reading.		
Sentence Fluency	Sentences contain words that are relevant, so the meaning is enhanced.		
	Sentences vary in beginnings, length and structure.		
	Sentences sound smooth and rhythmic when read aloud; they invite expressive reading.		
Conventions	Dialogue, if used, sounds natural.		
	Capital letters and punctuation are used correctly.		
	Words are spelled correctly.		
	Commas and internal punctuation are used correctly.		
	Subject and verbs agree.		

This paper represents a thorough, mature, clear analysis Of the literature and demonstrates the writer's personal best. 1 2 3 4 5

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: _____

   _____

ADDITIONAL COMMENTS MAY BE APPRECIATED BY THE WRITER:

Student Name: _____

Scoring Guide and Rubric for a Literary Response Writing

How Can We Make Change in the World?

OUTCOME: Students will demonstrate interpretation and analysis of a literary selection by writing a multi-paragraph essay that interprets how the author's use of figurative language influences the reader's emotions.

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	1. Title and author of the speech are included in the essay.				
	2. The assignment topic is clearly addressed as the thesis.				
	3. The author's use of figurative language to evoke emotion is supported with identified quotes from the speech.				
	4. The analysis **interprets the figurative language and explains how it works.**				
	5. The analysis **describes the emotional response it evokes in the reader and why this works.**				
	6. **No fewer than 3 elements of figurative language** are interpreted in the writing to show their effect on the readers' emotions.				
Organization	7. Details are placed in logical order leading to a clear analysis of Martin Luther King's speech.				
	8. Includes a topic sentence for each body paragraph that supports the thesis.				
	9. There is a developed introduction and thesis.				
	10. The concluding paragraph brings effective closure to the essay.				
	11. Transition words/phrases used effectively and smoothly.				
Voice	12. Writer's personality is expressed with confidence and feeling.				
	13. The voice expresses interest and complete understanding.				
Word Choice	14. Precise, vivid, natural language creates a clear and complete picture in the reader's mind.				
	15. Powerful verbs, precise nouns, appropriate adjectives and phrases enhance meaning.				
	16. Word choice reflects careful thinking about the reading.				
Sentence Fluency	17. Sentences contain words that are relevant, so the meaning is enhanced.				
	18. Sentences vary in beginnings, length and structure.				
	19. Sentences sound smooth and rhythmic when read aloud; they invite expressive reading.				
Conventions	20. Capital letters and punctuation are used correctly.				
	21. Words are spelled correctly.				
	22. Commas and internal punctuation are used correctly.				
	23. Subject and verbs agree.				

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 Rubric for Writing